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ABSTRACT

These three self-contained home economics miniunits on clothing and textiles are part of a set of 21 designed to provide middle school/junior high boys and girls opportunities to explore several areas of study within a 6-, 9-, or 12-week period of instruction. Units are designed to be free of sex-role stereotyping and are identified as level I (suggested for grades 6-7) or level II (suggested for grades 8-9). The suggested time required for completion of a unit varies from 3 to 9 weeks, those incorporating laboratory experience requiring 6 to 9 weeks. Titles and levels of these three units are Clothing Care and Repair (level I); Personality, Lifestyle, and Clothing (level I); and Consumer Clothing (level II). Each unit is composed of: (1) an introductory page that includes a brief description of the focus of the unit, a statement of rationale and objectives, and suggested grade level and time for completion; (2) the body of the unit composed of conceptual content (statements which identify the concepts and generalizations relevant to the objectives) and the suggested learning approach, and (3) support material, which identifies by number and page the suggested materials to be used in pupil-teacher interaction (Some materials are included; some are to be secured from the source identified at the end of the unit). A brief synopsis of all 21 miniunits plus description of the development and field testing of the units are also included. (HD)

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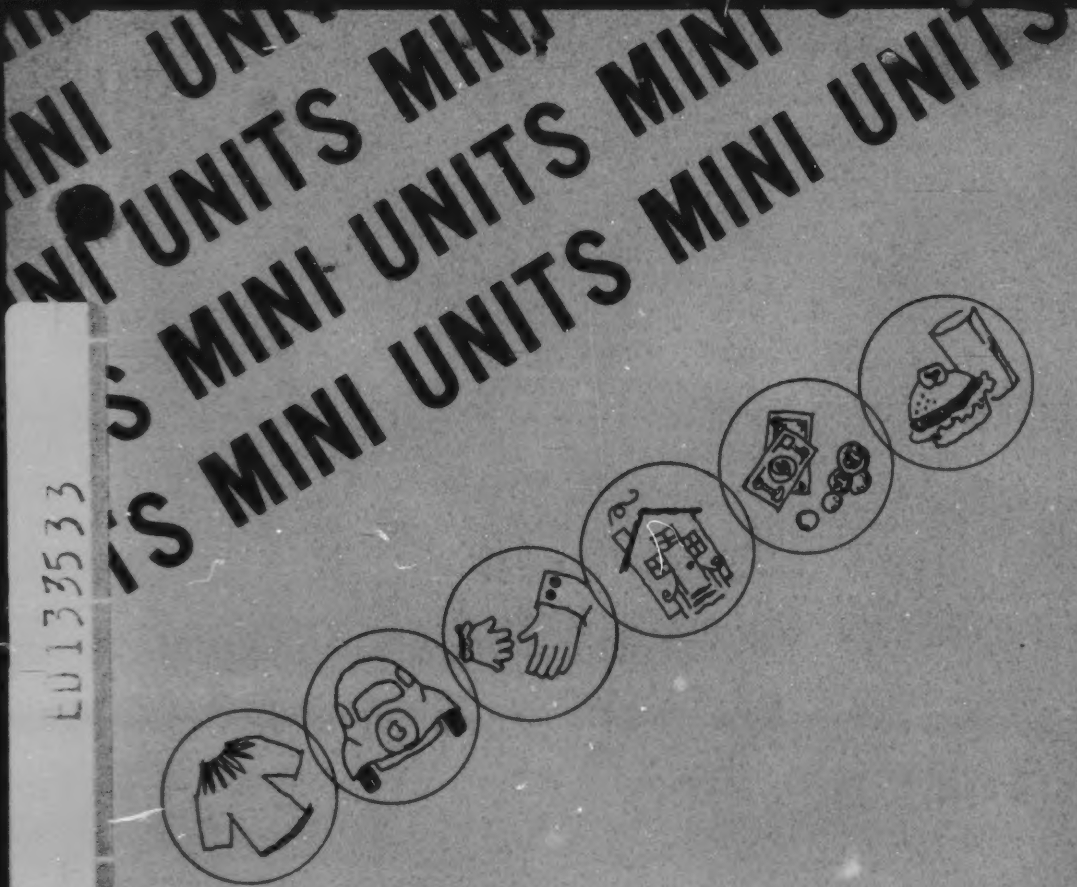
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MIDDLE SCHOOL - JUNIOR HIGH
CO-EDUCATIONAL
MINI UNITS IN HOME ECONOMICS

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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FORWARD

Curriculum development is a continuous and unending activity. Responsible and concerned classroom teachers and other educators through their own initiative undertake activities directed toward the improvement of curriculum. In addition, from time to time changes occur in the societal context which provide special impetus for serious and considered attention to the questions of what ought young people to become and how can curriculum contribute to the development of valued capabilities.

In 1972, the Minnesota State Board of Education issued a policy statement indicating their commitment to the provision of equal educational opportunity for all. The Board recommended that sex role stereotyping and all practices which perpetuate sexual stereotyping in school programs be eliminated. The recommendation further indicated that appropriate action be undertaken to eliminate sex bias from curricular and instructional materials used in elementary and secondary schools. In 1974, a contractual agreement was initiated by the Division of Vocational-Technical Education of the Minnesota State Department of Education with the Department of Vocational-Technical Education and the Division of Home Economics Education of the University of Minnesota for the purpose of developing curricular materials in home economics which would provide equal educational opportunities for boys and girls at middle school/junior high school level.

Audrey Grote, Vocational Program Supervisor for Consumer Homemaking, served as the representative of the State Department of Education to the project. Dr. Roxana Ford, chairperson of the Division of Home Economics Education, University of Minnesota, was director of the project. Helen Henrie, instructor in home economics education, University of Minnesota, served as leader for the several developmental phases of the project. Twenty-four junior high school home economics teachers participated in the development, field trial and revision of the units. Additional junior high/middle school teachers participated in the field trial of the units.

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DEVELOPMENT OF CURRICULAR MATERIALS

Selection of Teacher Writers:

Middle school/junior high school home economics teachers throughout the state were surveyed in 1974 to determine their interest in and need for curricular materials in home economics which would be free of sex role stereotyping. A number of the respondents indicated that the home economics program in their school would be integrated during the 1975-76 school year. Furthermore, they expressed a need for curricular materials which would present tasks associated with home and family living as appropriate for females and males. Approximately 30 respondents indicated their interest in participating in the Home Economic curriculum development project at the middle school/junior high school level. From this group, twenty-four teachers were identified to participate in the development of materials and in the field trial of materials in co-educational classes.

Decision to Develop Mini Units:

Data gathered regarding the scheduling of classes in home economics at the middle school/junior high school level indicated that the semester length offering was most often used for required and elective courses in home economics. The second most frequently used scheduling was the year long course followed by trimester and quarter length offerings. This data appeared to reflect the practice of scheduling girls into home economics and boys into industrial education. With the introduction of co-educational classes it seemed reasonable to assume that new courses would be of shorter duration in order to accomodate larger numbers of students in the same facilities and time frame. Furthermore, shorter units of study seemed to be appropriately matched to the developmental interests of early adolescents. Therefore, it was decided to develop curricular materials which could be taught in relatively short periods of time; thus providing students with opportunities to explore several areas of study within a 6, 9, or 12 week period of instruction. The term mini unit was coined to describe the short self-contained curricular materials which would be designed to provide boys and girls learning opportunities in home economics.

Selection of Mini Units for Development:

Curriculum development involves the consideration of alternatives and the making of choices among those alternatives. As curriculum is planned the following questions arise:

What changes in pupil behavior or capabilities ought to result from the experiences which comprise the curriculum?

What knowledge, skills and attitudes are necessary for pupils to develop if the objectives of curriculum are to be accomplished?

What approaches to learning will assist students in accomplishing the objectives of the curriculum?

What means can be used to determine whether students have accomplished the objectives of curriculum?

Answers to these questions may be formulated in a variety of ways. For this project the teacher-writers from various locations in the state participated in a series of meetings at which time the following basis for curriculum development were examined: conceptions of the learner and the learning process, developmental characteristics of the early adolescent, current societal conditions and purposes of the field of home economics. As a result of this study the following point of view regarding the purpose of instruction in home economics at the middle school/junior high school level was developed.

It is assumed that individuals, both female and male, have the right to full self-development. Furthermore, the individual is viewed as possessing the potential for the development of a variety of capabilities. The individual is considered an active agent in directing her or his own development. Growth and development of capabilities, is believed to result when the individual interacts with the environment. As the individual interacts with the environment, he or she is capable of developing meaningful knowledge and of interrelating and organizing knowledge. The developing person is considered capable of complex behavior involving considering ideas simultaneously, ordering them and adapting them to meet new situations. This conception of the learner as self-directing, possessing the potential for continuous growth and development, and capable of exercising intelligence in coping with life circumstances appears to be consistent with a society which is dedicated to and dependent upon the development of free, rational, and responsible individuals.

Young people of middle school/junior high school age have reached or are approaching a stage of development which is characterized by search for individual identity, new levels of physical maturation, desire for group acceptance, and the development of intellectual abilities related to problem solving and value development. The emergence of these characteristics has implications for the development of curricular materials which will foster in students comprehension of physical and social environment in which they live. Furthermore, curricular materials which would be consistent with these capabilities would develop students' ability to make informed and reasoned decisions and to execute them effectively.

The desirability of assisting young people to develop these capabilities becomes more apparent in the context of societal conditions. Individuals in the currently complex and ever-changing society face life situations for which there are few, if any, satisfactory ready made solutions.

Among the areas of living in which individuals are required to seek solutions and assume personal decision making power are those which have as their focal points personal, home and family life. As individuals make personal decisions and interact with family members, other individuals, and groups, conditions are produced which affect the well-being of those involved. Furthermore, when individuals interact with objects and materials which are related to the home and perform tasks associated with home and family living, conditions are produced which affect the development of people. Simply stated, the decisions of individuals regarding what to do and what not to do in the realms of personal, home and family life result in conditions which may be beneficial to the development of human potential or may be detrimental to that development. With these ideas in mind it was judged that curricular materials in home economics at the middle school/junior high school level would foster self-development and provide for equal educational opportunity if they provided opportunities for boys and girls to consider the roles they may assume as family members, consumers and wage-earners in home economics related occupations, and if they encouraged boys and girls to explore decision making tasks related to personal, home and family living.

The developmental characteristics of young people, current societal context and knowledge of the field of home economics, were used as guides in the identification of decision making tasks likely to be experienced by middle school/junior high school students. Through a process of consultation which involved Audrey Grote, Helen Henrie and the teacher-writers, 25 mini units were selected for development.

The development and writing stage of the project was carried on from August 1974, through March 1975. During this time, materials underwent several revisions and copies were prepared for field trial. Twenty-two units were completely developed.

Arrangement for field trial of the mini units were begun in November 1974. A letter inviting participation in the field trial was sent to middle school/ junior high school home economics teachers. To the group of 131 teachers who responded indicating an interest in the field trial, 205 mini units were distributed. At the close of the field trial in June 1975, ninety-five units had been returned with completed field trial data. Each of the mini units had been used with at least one group of students. Several units were used in six to eight classes. The average number of field trials per unit was 3.80. A total of 3,566 students participated in the field trial. Seventy-eight percent were female and twenty-two percent were males. Evaluations of the mini unit were completed by the teachers and the students responded to an opionnaire. Responses from the teachers and students were considered in the revision of the mini units.

Revision of the mini units included the following activities. Evaluative statements from the field test teachers and students were summarized. A conference was held with each teacher-writer to examine the evaluations and identify further modifications which would enhance the units. The final revision of the units was carried out by the project leader and assistants.

Throughout the development of the mini units a conscious effort was made to eliminate sex role stereotyping. The decision-making tasks and the related body of knowledge which are focal points of the mini units are those engaged in by females and males. Furthermore, all tasks are presented as appropriate for both men and women. Females and males are depicted as successful and unsuccessful. Members of both sexes are depicted in a variety of roles. The major portion of the conceptual content related to the various decision tasks applies equally to females and males. For example, clean hands, clean clothing and hygienic practices reduce the likelihood of contimination of food. Also, a child's third year is one of physical growth and development. Coordination of large muscles develops and the child is capable of running, riding a tricycle, and carrying large, lightweight objects. Small muscle coordination also develops and the child feds herself/himself with greater skill and handles other objects with better coordination. When a difference in empirical knowledge occurs and is related to sex, statements which describe or apply to males and females are identified.

Format of the Mini Unit:

Each mini unit is composed of an introductory page, the body of the unit, and a section of support materials. The introductory page provides an overview of the unit, including a brief description of the focus of the unit, a statement of rationale, the objectives, suggested grade level, and an estimation of the time required for completion of instruction. The body of the mini unit is composed of three sections. The Conceptual Content contains statements which identify the concepts and generalizations which are relevant to the exploration and understanding of the areas of study and achievement of the objectives. The Pupil-Teacher Interaction describes the particular approach to learning which is being suggested. The role pupils and teacher in carrying out the activities are identified together with the support materials to be used. The Support Material section identifies by number and page the suggested materials which can be used in the pupil-teacher interaction. In some instances, a copy of the material is provided and in other instances the material is to be secured from a source identified in the reference section which appears at the end of each mini unit. Evaluation procedures are not included in the mini units as time did not allow for the development of this aspect of the materials.

The mini units are identified as level I or level II. Level I units provide basic learnings in an area and assume no prior formal educational experience on the part of the students. These mini units are suggested for grades 6 - 7. Level II units extend learnings and introduce new learnings in various decision areas. These units are suggested for students in grades 8 - 9. The suggested time required for completion of a unit of study varies from 3 - 9 weeks. Units which incorporate considerable laboratory experience require 6 - 9 weeks.

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SYNOPSIS OF MINI UNITS

Career Exploration

Unit Title: What Do People Do All Day?

Unit Focus: In an effort to allow young people to explore lifestyles, this unit emphasizes an investigation of those activities carried on within the home, at one's chosen occupation and during leisure time. The unit attempts to help young people understand the relationship between choices made and the resulting lifestyle. Students are alerted to the personal power they can exercise to develop a desirable and satisfying lifestyle. An exploration of home economics wage earning occupations and the occupation of consumer-homemaker are included.

Suggested Time: 3 weeks.

Level: II

Educational Background: None required.

Unit Title: Looking at Food Service

Unit Focus: The focus of this unit is the exploration of various food service occupations. Through study trips and simulated experiences, students have the opportunity to become acquainted with several occupations related to the preparation and service of food in quantity. Instruction is planned to familiarize students with those areas of study which are basic to several food service occupations. Included are sanitation, service of food, safety, job satisfactions and preparation for various jobs. Basic food preparation techniques, use of equipment and cost control are included in the unit but are not major points of emphasis.

Suggested Time: 6 weeks.

Level: II

Educational Background: It is suggested that this unit be taught to boys and girls who have a basic understanding of food preparation and have some familiarity with food preparation from an experiential base.

Unit Title: Enjoying and Understanding Young Children

Unit Focus: The care and guidance of young children is the theme of this unit. Direct experience with preschool children is suggested as a primary learning experience. The activities and procedures carried out with the children in the preschool are considered in terms of their effect on the development of the young child. Attention is directed to career opportunities related to child care.

Suggested Time: 6 - 9 weeks.

Level: II

Educational Background: None required.

Unit Title: Jobs: Sewing and Selling

Unit Focus: The clothing industry is used as a vehicle to introduce students to the economic system and the role of producers and consumers. An item made from textiles is selected by students and teacher to be produced in the classroom and sold. Students participate in making managerial decisions and perform tasks as production workers in a simulated factory. Job applications, interviews, and time work records are completed by students. Attention is given to satisfactions associated with various jobs. Students have some opportunity to develop sewing skills.

Suggested Time: 6 weeks.

Level: II

Educational Background: It is assumed that students have some background in clothing construction and limited experience in the operation of the sewing maching. If students have had no experience, the suggested time should be extended 1 - 2 weeks.

Clothing and Textiles

Unit Title: Clothing Care and Repair

Unit Focus: Clothing storage, laundry and simple repair. Attention to procedures and the effect of procedures on the appearance and life of wearing apparel.

Suggested Time: 2 - 3 weeks.

Level: I

Educational Background: None required.

Unit Title: Personality, Lifestyle and Clothing

Unit Focus: Clothing selection for the individual is the central theme of the unit. Attention is given to the functions of clothing and the influence of values in the process of selecting clothing. An introduction to wardrobe planning is incorporated. Opportunities are provided for students to examine and observe actual fabrics and garments. These experiences are used to develop understanding of the elements of color, texture and line as they relate to clothing design and selection.

Suggested Time: 2 - 3 weeks.

Level: I

Educational Background: None required.

Clothing and Textiles (cont.)

Unit Title: Consumer Clothing

Suggested Time: 3 weeks.

Level: II

Educational Background: None required.

Unit Focus: Alternative methods of acquiring clothing are explored in terms of resources required and problems or risks involved. Knowledge of the properties of textile fibers and information provided by textile product labels are presented as resources useful in acquiring clothing whether clothing is purchased ready-made or self-constructed. Indicators of quality in garment construction are identified, and students have the opportunity to examine and compare garments for quality of construction. Attention is given to factors which affect prices charged and the relationship of price and quality. Experiences are provided which encourage students to relate factual information to clothing acquisition problems and decision making.

Consumer Behavior

Unit Title: Consumer Decision Making

Suggested Time: 3 - 4 weeks.

Level: II

Educational Background: None required.

Unit Focus: Consumer decision making is approached as an activity directed toward the satisfaction of needs and one which is influenced by a variety of factors including the knowledge and values of the consumer. It is suggested that students select a consumer decision making project which can serve as a point of reference for the learnings incorporated in the unit. Class activities focus on understanding the relationship of various factors to consumer decision making. Merchandising practices including packaging, labeling, advertising and pricing are studied as well as other sources of information available to the consumer. Students have the opportunity to participate in the several phases of consumer decision making.

Consumer Behavior (cont.)

Unit Title: Dealing With Dollars

Unit Focus: The unit introduces students to the functions of money in meeting needs and wants of individuals. Experiences in the unit provide opportunities to develop understanding of such concepts as goals, values and resources as they relate to money management behavior. Sources of money income and practices which increase purchasing power or extend money income are among the concepts presented which enable the student to examine her/his own money management practices.

Suggested Time: 2 - 3 weeks.

Level: II

Educational Background: None required.

Unit Title: Metric Mind

Unit Focus: The unit provides a short and basic introduction to the metric system of measurement. Emphasis is on learning to think metrically. The major part of the unit includes understanding the basic units of measurement in the metric system and their interrelationship. Students have some opportunity to use the metric system in simple problems. Activities in sections are designed to acquaint the students with the use of the metric system in the role of consumer and homemaker.

Suggested Time: 2 weeks.

Level: I or II

Educational Background: None required.

Nutrition and Food Preparation

Unit Title: Good Health Through Nutrition:
How Do You Measure Up?

Unit Focus: The basic food nutrients and their effect on the health and well-being of individuals is the central theme of the unit. Through experiences in the unit, students have the opportunity to become familiar with the Recommended Daily Dietary Allowances for the basic nutrients and food sources for those nutrients. The caloric value of foods and the relationship of calorie intake to calorie output is studied. As the nutrients are studied, students will either test food samples for nutrient content or see demonstrations of tests for nutrients. Opportunities are provided for students to taste foods which supply nutrients in significant amounts and to determine from reliable sources the nutrient and caloric value of foods.

Suggested Time: 2 - 3 weeks.

Level: I

Educational Background: None required.

Unit Title: Nutrition: Buying and Selling

Unit Focus: The selection of foods which will provide adequate nourishment is the focus of this unit. Factors which influence food choices are identified. The Recommended Daily Dietary Allowance is introduced as a guide to the selection of foods. Nutritional labeling, food fads and fallacies, food advertisements and food prices are examined to determine their usefulness in the selection of foods which provide essential nutrients. Experiences incorporated in the unit provide opportunity for students to observe, describe, differentiate, compare, and formulate generalizations.

Suggested Time: 3 weeks.

Level: II

Educational Background: Learnings in the unit assume previous study of nutrition.

Unit Title: Foods With Taste Appeal

Unit Focus: The unit provides an introduction to learnings which are basic to the preparation of foods that are nutritious and appealing to the appetite. Demonstrations, films and illustrated presentations are used to help students develop learnings related to nutrition, sanitation, personal hygiene, safety, standardized recipes, food preparation equipment and principles for the preparation of selected foods. Laboratory experiences are suggested which will provide direct experience with the various learnings.

Suggested Time: 3 - 4 weeks.

Level: I

Educational Background: None required.

Unit Title: Enjoying Outdoor Cookery

Unit Focus: Three types of outdoor food preparation settings provide an organizational structure for student activities in the classroom and outdoors. Principles of food storage, preparation and serving are included in the unit. Meat, vegetable and pasta cookery principles are presented with attention to adaptations to outdoor facilities. The preparation of quick breads, desserts and beverages from recipes adapted to outdoor preparation are included. The basic nutrients and their functions are incorporated in the unit as various types of food which provide those nutrients are studied. Laboratory lessons are interspersed throughout the unit. It is suggested that several preparation and serving experiences be performed in the outdoor settings.

Suggested Time: 6 weeks.

Level: II

Educational Background: This unit is appropriate for students who have completed basic food preparation and nutrition courses.

Housing

Unit Title: A Space for Living

Unit Focus: The aim of the unit is to develop students' awareness of the environments in which they live and to develop their ability to modify those environments in ways which will satisfy needs. Particular attention is directed to such aspects of home environment as color, line pattern, arrangement of furnishings, utilization of space and care of space and furniture. Experiences are incorporated in which students have the opportunity to simulate choice making and consider effects which result from choices made.

Suggested Time: 3 - 4 weeks.

Level: II

Educational Background: None required.

Personal Development

Unit Title: Grooming and You

Unit Focus: Personal appearance, grooming practices, and the choice of personal grooming practices are focal points of the unit. The care of physical features, including skin, hair, and nails, is studied. Experiences are provided which illustrate the development of grooming practices over time and the relationship of selected practices to cultural norms and physical health. The selection of personal care products is used as a means of introducing students to consumer decision making.

Suggested Time: 3 weeks.

Level: I

Educational Background: None required.

Unit Title: Becoming a Person - A Lifelong Process

Unit Focus: This unit is directed to helping students develop a realistic and favorable self-concept. Experiences in the unit encourage students to accept themselves and seek opportunities for growth and development of personal potential. Individuals are presented as trustworthy, capable and able to exercise self-determination in regard to personal development. Conforming and stereotyping as ways of behaving are examined in terms of the probable effects on personal development. Students have some opportunity to exercise independent thinking and express personal ideas through value clarification and communication exercises.

Suggested Time: 2 - 3 weeks.

Level: I

Educational Background: None required.

Personal Development (cont.)

Unit Title: Making the Most of Your Resources

Unit Focus: This unit introduces students to the management process. The meanings of the concepts, goals, resources and values are developed as well as the inter-relationships of these concepts in the several phases of the management process. Several activities in the unit provide opportunities for students to work through planning, controlling and evaluating phases of the process.

Suggested Time: 2 weeks.

Level: I

Educational Background: None required.

Unit Title: Understanding Yourself and Human Sexuality

Unit Focus: The unit introduces students to sexuality as a part of human development. Attention is given to the physiological components of sexual development and to the attitudes and feelings about sex which develop as individuals mature. The unit provides accurate information regarding the physiological development of sexuality in females and males. The various modes of sexual behavior and the probable consequences of these behaviors are examined. Experiences are incorporated which encourage the student to think through possible courses of action in regard to sexual behavior and the consequences of those actions.

Suggested Time: 3 - 4 weeks.

Level: II

Educational Background: None required.

Unit Title: You and Your Family

Unit Focus: The unit is designed to enhance the students' understanding and appreciation of the family as a unit of interdependent individuals whose interactions result in environments which affect the development and well-being of individuals. The unit attempts to develop students' awareness of the potential of families of varying structures for meeting the needs of family members. A problem solving strategy is introduced as a framework for the examination and consideration of problems which family members may experience as they interact with each other. Students have the opportunity to select a concern of interest to them and work through the problem solving strategy in regard to that concern. Communication exercises and values clarification activities are incorporated in the problem solving strategy.

Suggested Time: 3 - 6 weeks.

Level: I

Educational Background: None required.

Unit Title: Learning to Care for Children

Suggested Time: 2 - 3 weeks.

Unit Focus: The unit introduces the student to the concept of child care. Children from infancy to preschool age are presented as developing individuals. The responsibilities of the child care person (baby sitter) and the procedures used with children are considered in terms of their effects on the welfare and development of the child. Employer-employee relationships and responsibilities are considered. An overview of other careers related to the field of child care is included.

Level: I

Educational Background: None required.

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TITLE: *CLOTHING CARE AND REPAIR.*

UNIT FOCUS: Clothing storage, laundry and simple repair. Attention to procedures and the effect of procedures on the appearance and life of wearing apparel.

RATIONALE: The junior high school student is in or approaching a developmental stage when both the desire to be independent and the capabilities to assume some responsibilities are present at the same time. One of the areas of living in which the student can learn to exercise independent and responsible behavior is related to care of clothing. The aspects studied in this unit are those over which the student can exercise control and can observe consequences of behavior. Examination of the effects of selected care and repair procedures on the appearance and performance of clothing which will be economically and personally satisfying.

INSTRUCTIONAL OBJECTIVES:

Comprehension of the qualities of clothing which influence ratings of satisfaction
Knowledge of the characteristics of clothing which influence choice of storage procedures
Comprehension of the characteristics of storage facilities and procedures
Comprehension of the effect of storage procedures on the appearance and performance of clothing
Practices appropriate storage procedures in a simulated or home situation
Knowledge of the purposes for laundering clothing
Comprehension of the effect of selected laundry procedures on the performance and appearance of clothing
Comprehension of the use of care label information in making decisions regarding laundry procedures
Practices desirable laundry procedures when caring for clothing in a simulated or home situation
Comprehension of the factors which affect choice of fasteners for various closures on clothing
Comprehension of the effect of procedures for attachment of fasteners on the performance and appearance of the fasteners
Ability to do simple hand sewing involved in repair of garments
Willingness to do simple hand sewing repairs on personal and family clothing
Knowledge of concept of job satisfaction

REQUIRED EDUCATIONAL PREREQUISITE: None. Level I.

SUGGESTED TIME: 2-3 weeks.

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIALS
	Pre-Teaching: Collect pictures and garments of current fashions. Garments may be limited to one or two types. (e.g., shirts, pants)	S.M. 1
	Introduction: Display garments and pictures. Direct students' attention to items; continue by asking:	
	Which of these garments would you enjoy wearing?	
	Why did you select that garment?	
	Record responses and reasons on chalkboard or overhead.	
The performance qualities of a garment (durability, wrinkle resistance, absorbancy) are factors which may make a garment satisfying to an individual.	Encourage students to identify all of the reasons which influenced their choice.	
	When a number of pupils have responded, ask:	
	What reasons seem to belong in the same group?	
The overall appearance (color, texture, style, fit) is a factor which may make a garment satisfying to an individual.	Why would these reasons belong in the same group?	
	What other similarities do you find?	
	In general, what can we say about factors which influence choice of clothing?	
	In general, what factors help to make a garment satisfying?	
	Can those same factors make a garment less satisfying? Can you give an example to illustrate that idea?	
	Pre-Teaching: Collect 3-4 garments of the same type in varying degrees of upkeep and repair (e.g., pants, shirts, blouses).	
	Display garments. Focus attention to the similarity of type. Ask:	
	As you look at the garments, what do you notice about them? What features help to distinguish each of the garments?	
	Record responses on chalkboard.	
The appearance and performance of garments are affected by the wear received.	What may have happened to produce the appearance you noticed?.	
	Record responses on the chalkboard.	
The appearance and performance of garments are affected by the care received.	Would the person who owned these items enjoy wearing them as they appear? Why?	
Storage, cleaning and repair are types of care which affect the appearance and performance of garments.	Would the person who owned these garments find that they perform as well as they might? Why?	
	What factors seem to have contributed to a change in appearance and performance of garments?	
	Pre-Teaching: Prepare copies of storage situations.	S.M.2
	Transition: One of the types of care which may affect the appearance and performance of clothing is storage of clothing. We are going to read several situations in which individuals are making decisions about storage of clothing.	
	Pass out written situations to students.	
	Some of the situations are marked A and some are marked B. It is our job to discover why the A's are marked A and how they are alike or different from the situations marked B.	
	As we try to find out why the A's are alike, it may be helpful to think about the following: (Write on chalkboard or overhead.)	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIALS
	1) What are the people doing? 2) What are the reasons for their actions? 3) What happens as a result of the actions? 4) How did they feel about the results? Pupils and teacher take turns reading the illustrations in the support materials and continue by questioning. What do you think might be the same in the two A situations which we read? Record on chalkboard all the reasons pupils give. As reasons are given, be certain that they are true for all of the excerpts labeled A which have been read. Read an excerpt labeled B. Question: How is what happens in this situation different from those marked A? Continue to read the excerpts. Question students to bring out similarities in the A's. Contrast with the B's.	
A satisfying clothing storage decision involves: - consideration of the clothing chacteristics wanted as a result of the storage; - matching the clothing characteristics to storage procedures which will retain those characteristics; - use of appropriate procedures; and - use of appropriate facilities. Selection of satisfying storage procedures for an item of clothing depends on knowledge of the following factors: - characteristics of the fabric from which the garment is made - particular style features of the garment - storage facilities and procedures which are available - effect of a procedure on fabric characteristics and style	Encourage students to use the excerpts to arrive at the factors involved in a satisfactory storage decision. When a clear idea of a satisfying clothing storage decision has been formulated, continue by asking: What could this idea we have talked about be called? Transition: If an individual wanted to be able to make decisions with which he or she would be satisfied, what ideas would it be helpful to understand? Use specific examples from the printed materials to point up various ideas. e.g., Sam knew he would not wear jeans again. He knew that they would wrinkle when piled on the floor. It was o.k. because it would result in what he wanted. e.g., Frank knew how he wanted the sweater to look. He didn't know how rib-knits would stretch. Choose an incorrect kind of storage for the item.	
The goal of clothing storage is to retain the original color, sytle and shape of the item. Clothing storage facilities or space which can be closed will prevent dust, light and odor from reaching the garment. Clothing storage space which is free from nails, splinters, etc., or in other words, space which is smooth will prevent garments being damaged by snaps, etc. Simple storage equipment is available which will help clothing to retain its shape and style and prevent accumulation of dust, dirt, etc. - variety of hangers - dust covers	**Pre-Teaching:** Collect items which may be used in storage of clothing. Collect several shirts and blouses, several sweaters, several pairs of slacks, pleated skirts. Present a short illustrated talk on the characteristics of home storage space. Illustrate ways in which space may be used to meet storage needs. Present short illustrated talk on the characteristics of adequate storage space and equipment. Use real garments and equipment to illustrate way of retaining garment appearance and performance qualities.	S.M.3

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIALS
Handling clothing during storage can help to retain style, shape and prevent additional wrinkling. - folding items for flat storage - hanging items to prevent wrinkling - hanging items to maintain creases		
	Pre-Teaching: Refer to S.M. Effects of Storage Procedure on Fabrics.	S.M.4
	Prepare copies of directions for the experiments and observation forms.	
	Introduction: Read or refer to example of Jack and Ruth (S.M.) Continue by asking:	S.M.2
	Have you ever had an experience similar to either of these people?	
	During the next several days we will have a chance to learn more about storing clothing and the effects of certain storage procedures.	
	Read directions for the experiment as a class to be certain that the total class is familiar with the whole experiment as well as their own part.	S.M.4
	Ask questions to clarify the work students will undertake.	
	Circulate, ask questions to give assistance as students prepare items for storage according to directions given on S.M.	
	Pre-Teaching: Assemble several objects somewhat unfamiliar to students or pictures of persons dressed in clothing of another culture or era.	
	Prior to the time that the students will examine the garments for the effects of storage procedures, the following lesson can be taught:	
	Transition: When scientists carry out experiments to discover new knowledge, part of their work is to be careful experimenters and to follow the procedures exactly.	
	We had a similar experience when the clothing items were stored.	
	Another part of discovering new ideas is being a careful observer of the experiment.	
Observation is a process of using one's senses to experience what is happening in the world.	Show students several somewhat unfamiliar objects or pictures. Ask:	
	What do you see?	
The senses of sight, hearing, taste, touch and smell are the ones commonly used to gather information about the world.	Can you tell us any more about what you see? Reward all responses which accurately describe something observable about the objects or pictures.	
Observation also includes describing exactly what has been sensed.	If responses are interpretations — i.e., The man is wearing funny pants. — pursue the following line of questions:	
Being accurate in observation and reporting observations is part of gaining new ideas.	Do you think everyone would look at those pants and describe them as funny?	
	What do you see that makes them funny to you?	
	What do you see about the way they are made?	
	What then are you seeing?	
	Point out how the senses are used to gather information.	

CONCEPTUAL CONTENT

Interpretation means to assign or give some additional meaning to what has been observed.

Clothing made from knit fabrics, which have a tendency to stretch and conform to the body shape, will also take the shape of the hangers on which they are being stored.

Knit fabrics retain their original shape when smoothly folded and stored flat.

Garments made from knits which do not stretch and sag will retain their appearance if placed on hangers adequate to support their weight.

Garments with pleats, creases or tucks as part of their styling will keep those features when they are placed on hangers which allow the feature to hang straight.

Folding, crumpling or hanging, which add creases to the garment as it is stored, are likely to be retained in woven fabrics and may be retained in some knit fabrics.

When garments are hung over hooks or nails, they may pull out of shape or a hole may be punched in the garment. These results are more likely to occur when a second or third garment is placed over the first.

PUPIL-TEACHER INTERACTION

When you describe it that way I can look at the picture and see it. That is observing.

When we judge something or give meaning to it beyond what is sensed, then we are interpreting.

Continue to guide students through examination of pictures. Encourage them to observe and describe clearly and accurately.

Identify instances of interpretation as they occur.

Now that we have some skill in observation, let's try to observe and describe some characteristics of articles of clothing.

Teacher displays a garment with some wrinkles, creases, etc.

Work with students to use words which accurately describe condition of garments.

Ask students to explain how they can use observation in looking at the storage experiments.

Transition: Today we will use these Observation Forms to record what we see as we examine the experiments.

Explain how to use the forms to record information.

Students may examine experiments and describe what is observed. Guide them in observation and description.

Circulate. Question. Guide students to use of words which describe rather than interpret.

As each group of students completes the observation and recording, the teacher will talk with them about their findings.

What types of fabrics were the garments made of that you tested?

What did you observe about those garments and the (A) procedure?

As you look at the different results, do you see any similarities?

Why might this have happened?

When each group has formulated their conclusions as to the effect of storage procedures on the particular fabric and garment styling, the groups will report their conclusions to the total class.

SUPPORT MATERIALS

S.M.5

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIALS
Woven garments appear to retain their appearance when placed on hangers which will support their weight.		
Folding woven garments appears to produce a crease mark at the fold line.		
When clothing is to be stored for a long period of time (1-6 months), certain procedures may be necessary to prevent moth damage.	Present 10-15 minute illustrated talk.	
Moth damage occurs when the insect is in larva stage.		
Wool or wool blend clothing is eaten as food, leaving holes in the clothing.		
Moth damage can be prevented by cleaning clothing before storage (soil attracts moths).		
Storing in sealed garment bags with moth balls prevents damage to wool garments.		
Clothing made from fabrics other than wool does not require special care other than cleaning before long-term storage.		
Optional		
To prevent dust from accumulating on shoes during storage, keep them covered.		
If soiled shoes are stored with soil adhering, prolonged contact with the dirt may cause permanent stain and more difficult removal.	Teacher, with the help of a student(s) might demonstrate shoe care and several ways of storing.	
Allowing shoes to air out after wearing will allow moisture to evaporate, increasing the life of the shoes.		
	Pre-Teaching: Assemble examples of laundry accidents. Students, teacher and other faculty members may contribute to collection. (Accidents are items of clothing which have been changed in appearance or performance characteristics due to incorrect laundry procedure.)	
	If possible, secure information regarding the procedures which were used and cost of the item. A catalog may be used to estimate cost.	
	Transition: Collect care labels or garments containing care labels. Students may also contribute to the care labels.	
	Display garments in classroom. Direct students' attention to specific garments and describe what happened and cost of replacement of the garment. Students may describe those which they bring and replacement costs.	
	At the close of the information gathering, total the dollar value and ask:	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIALS
The appearance and life expectancy of garments (color, texture, shape, size and style features) are affected by the procedures used in laundering the garments. Laundering refers to washing, drying, ironing or pressing of clothing or textile products. Clothing is laundered to maintain appearance and preserve life expectancy of the garment.	What can we say about these items? What do these items illustrate? What do they show us? What feelings do you think their owners might have? Transition: The garments which have been viewed illustrate some results which the owner and/or launderer probably did not intend to have occur. What laundry procedures were being carried out when the accidents occurred? Why is clothing laundered? What results do we hope to achieve when clothing is laundered? List responses on chalkboard. Encourage each student to respond. Refer to several of the accidents and ask: What information would have helped prevent the accident?	
Several garment characteristics determine the specific laundry procedures which will result in retaining garment appearance and preserving life expectancy of the garment. Included are: fiber content method of construction method of application of color and pattern special fabric finishes	i.e., color absorbency of white nylon illustrated in off-colored garments (fiber content and characteristics); and i.e., color faded - effect of water temperature on color; and color bleeding - type of dye and method of application. Where can users and launderers of clothing get information which will help them to avoid laundry accidents? Accept answers. Help students to clarify and explain their ideas.	
In 1972 a permanent care label law was enacted which has the following provisions: The permanent care label must give clear instructions regarding the method of washing, method of drying, method of ironing, use of bleach and information which indicates whether the garment **can** be dry cleaned or **should** be dry cleaned. The permanent care label is to remain legible and attached to the garment for the life of the garment. All fabrics and garments which are priced at more than $3. must carry the label, unless exempted from the law.	Present information regarding the requirements to be met by care labels by writing it on the chalkboard or transparency. Divide students into groups and give each group several of the garments collected previously or written descriptions that appear on care labels. Have students determine whether care labels contain the information required. Report findings to total class. Raise questions regarding items which do not have care laws.	
Items exempted include headwear, footwear, and handwear. Items that are completely washable costing less than $3. are not required to have a permanent care label. When your goods are purchased, care labels can be obtained from the seller of the yard goods.	What information found on care labels would help prevent laundry accidents? If a garment is purchased and the care instructions are on the package, how can the consumer be certain to have this information available when needed?	
	Pre-Teaching: Identify books and pamphlets which information on stain removal and laundry procedures.	S.M.11

CONCEPTUAL CONTENT

Several procedures can be used to insure that clothing which is laundered will be clean and maintain original appearance.

Sorting:

Clothing is sorted before laundering to separate items which might be damaged if laundered under the same conditions or together.

When sorting clothing the following should be considered:

Color: Colored clothing may fade on to other light or white items or the brightness of the colored items may be decreased by inappropriate water temperature.

Amount and Kind of Soil: Heavily soiled items are separated from lightly soiled items to prevent a transfer of soil in the wash water.

Type of fiber: Fibers react differently to water temperature and amount of agitation. Fibers are separated to insure conditions which are appropriate to different fibers.

PUPIL-TEACHER INTERACTION

Prepare copies of survey: My Share in Family Clothing Care, Stains and Stain Experiment and Recording Form.

Prepare large footprints outlines in various colors for display around the room. Title: "Steps to a Perfect Laundry."

The name of each step may be recorded in the footprint.

Transition: Divide students into groups to search for information related to the steps. Students can seek information which answers the following questions:

What is included in the step?

How is the step carried out?

What are the important ideas to remember in the step?

What accidents might occur if the step is done incorrectly?

Each group of students is to share information they have found as the particular step is presented in class. Allow time for student search for information. Direct students in report of ideas related to sorting: Clarify as needed.

Pre-Teaching: Collect a number of items which resemble the mix of garments in a family laundry, or have each student describe the care label information from several (3 to 5) of their garments. Pictures from catalogs or magazines may be attached to the 3 x 5 cards on which the information is recorded.

SUPPORT MATERIALS

S.M.6
S.M.7
S.M.8

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIALS
Garments Requiring Repair: Mending rips and tears and completing other repairs before washing will prevent the tears from becoming larger and will insure that freshly laundered garments are ready to wear without the need of further handling which might result in wrinkling.	Give each small group of students 7 to 10 cards containing care information and garment illustration. Each group is to sort the items into groups which could be laundered together. When sorting is completed, the groups are to report which items were grouped together and the reasons for the grouping.	
	Pre-Teaching: Divide class into groups of 3-4 students. Group studying step on stain removal may assist in preparing materials for experiment. Assemble fabric swatches 4" x 5". Each group of students will use 3 swatches of the same type of fabric. Collect staining materials such as chocolate, mustard and catsup. Collect bowls or pans which can be used for cleaning and rinsing solutions. Collect materials needed for removal of sample stains. (It may be appropriate to use only household items such as vinegar, detergents, etc. If cleaning solutions are used, the safe handling and care techniques should be taught.)	S.M.11
Spots or stains caused by food or other materials may be removed if treated according to procedures appropriate to the fabric and the staining material.	Stain two fabric samples from each group of three several days before the experiment is to be completed. After the stain has set on one sample, apply heat by ironing. Allow other stain to go untreated until students work with it.	
A guide which gives directions for removing particular stains from particular fabrics will safeguard against damaging the fabric.	Introduce the section on stain removal by having students complete the Stain Survey Form. Share orally some of the students' experiences with stains and stain removal. Student group may contribute their ideas. Transition: There are many different kinds of fabrics and many different materials which cause stains. It is difficult to decide which treatment will remove the stain on a particular fabric.	S.M.7
Information regarding the removal of stains is available from the United States Department of Agriculture and local agencies of that department.	To safeguard against damaging clothing it is best to use reliable information. Give students booklets or charts with the major guides to stain removal. Familiarize students with the form of the chart or booklet. Students may select a stain that they would like to investigate and study the procedure. The procedure may be recorded on experiment observation charts. Have students carry out the experiment as directed, recording observations. When observation forms are complete, the students are to report the group's findings to the total class.	
Spots and stains are more readily removed if the correct treatment is used before any other procedure is carried out on the garment (i.e., ironing, wearing, laundering without pre-treatment.)	The chalkboard or overhead transparency can be used to record all information in view of the total class. Encourage students through questions to summarize findings. Which stains were more completely and easily removed?	

CONCEPTUAL CONTENT

Preparing the washing machine for laundering includes several procedures common to all machines.

The temperature of the water is selected according to the type of load to be washed. The care label gives information about the appropriate temperature.

The range of temperatures of the water is indicated on the machine dial. However, the actual temperature of the water may vary due to the regulation of the water heating system.

Wash Water Temperature: In general, hot water is necessary to remove heavy soil. Cool or cold water may be satisfactory for light soiling. Your own personal experience with cold water washing is your best guide.

The amount of water to be used is based on the quantity of clothing to be washed.

When the proportion of water and clothing is such that the clothes can be moved through the water, the soil can be more completely removed and suspended in the water. Overloading the machine reduces the washing performance and puts an additional strain on the machine.

The choice of washing cycle (length of time and amount of agitation) may be indicated on the care label.

A longer washing time is needed for heavily soiled fabrics. Lightly soiled fabrics need shorter washing time.

Selecting a detergent or cleaning agent is a procedure common to all washing methods.

The detergent has the effect of making the fabric absorb water more easily, thus loosening the soil.

The detergent also has the effect of suspending the soil in the water so that it is not redeposited on the fabric.

The amount of detergent required to wash a particular load of clothing depends upon the type of washer being used, hardness of the water, amount and kind of soil in clothing and the amount of clothing.

PUPIL-TEACHER INTERACTION

Which stains were more difficult to remove?

Were there some that could not be removed?

What general statements can be made about stain removal?

Assign each group of students a particular load of laundry from the sorting experience. (e.g., colored, heavily soiled work and play clothes, white underwear, towels, etc.) Students studying washing step may report.

Through the use of reference materials the students are to determine the appropriate water temperature and speed of agitation for that particular type of load. Student groups can report information and explain effects which would result from correct and incorrect procedures.

Prior to student work on the problem, familiarize students with information found on wahsing machines through demonstration and referral to instruction booklet.

Students may gain some understanding of difference in speeds of agitation by listening to the machine in operation at various settings.

Pre-Teaching: Assemble two quart sized glass jars with covers — six to eight 6" x 6" squares of fabric of light color, ¼ cup of detergent and 1 tsp. measure.

Collect instruction panels from a variety of types of detergent packages. Students may also bring instruction panels.

Fill each jar 2/3 full of water (warm temp.). Place three to four soiled squares in jar A, cover and set aside. Place 1 tsp. detergent in jar B and cover and shake. Place three to four soiled squares of fabric in jar B.

Give each jar to a different student and have them shake it gently for 30 seconds. Transfer to two other students, shake for 30 seconds. Transfer to two other students and shake for 30 seconds.

SUPPORT MATERIALS

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIALS
The instructions on detergent packages can be used as a guide for how much detergent to use. Consideration may also be given to the use of more detergent if the water is hard, the clothing heavily soiled, or a large load is being washed. Less detergent may be needed for soft water, light soil or small loads. Using too little detergent may result in incomplete cleaning of clothes. Using too much detergent may result in a film being left on the clothes because all the detergent and soil were not removed in the rinse water.	Describe appearance of washing solution. Open jars and remove fabric squares. Compare the squares as to soil removal. Draw conclusions regarding effect of detergent on cleaning. Explain effect of too much and too little detergent. Develop hypothetical laundry situations which vary in terms of the following conditions: Type of machine, water temperature available, soil of load to be washed, and hardness of the water. Divide students into teams of three. Give each team three or more detergent instructions panels and a laundry situation. Students are to write a prescription suitable to each situation. Transition: Write the word "Wrinkle" on the chalkboard in large letters. Ask: What is a wrinkle? Describe the qualities of a wrinkle? Record responses on chalkboard. Direct students to examine their clothing and that of their classmates. Where do they find wrinkles? Record. What is similar about the places where wrinkles are found? What places on garments do not often have wrinkles?	
Fibers and yarns which make fabrics are pliable, flexible and can be shaped. The yarns are shaped into wrinkles or ridges when pressure and heat are applied to the fabric. Wrinkles are produced at those locations where the body applies pressure and heat to the fabric. (e.g., elbows, knees, waistline, back when pressed against a chair) Wrinkles are produced in the spin or wringer removal of water from fabrics. Wrinkles may be produced in the drying of fabrics and in ironing and pressing.	What is similar about those areas or places? Record responses. How do they differ from wrinkle areas? What factors appear to be related to wrinkling? Where in the laundering process are these conditions present?	
	Pre-Teaching: Assemble garments or fabric swatches which are wet and wrinkled and dry and wrinkled. Display swatches. Ask: How would you go about getting these wrinkles out? Record responses. Why would these procedures be successful? Record responses. Direct students to interlace their fingers to simulate the interlacing of yarns in a fabric. (one over and one under)	

CONCEPTUAL CONTENT

In the washing process moisture is added to fabric and the fibers and yarns become pliable and flexible.

The wrinkles are allowed to slip out.

In drying clothing moisture is removed by evaporation and the yarns become less flexible and more rigid.

If little pressure is applied during the drying process, wrinkles which are present have an opportunity to slip out and no new wrinkles will be added.

An even distribution of heat and moisture around the clothing in the dryer allows all fabrics to become flexible and wrinkles to slip out.

Overloading of the dryer prevents even distribution of heat and moisture thus preventing wrinkles from slipping out.

Overloading of dryer may also reslilt in pressure being placed on garments as they dry thus creating new wrinkles.

Taking garments out of the dryer while they have a small amount of moisture in them and hanging them will permit some of the remaining wrinkles to hang out.

When clothing is not removed from the dryer immediately, the residual moisture and warm temperature and pressure from piled clothing will cause wrinkles.

Overdrying exposes the fabric to temperatures which are harmful to the life of the garment.

Finishes are applied to fabrics to increase wrinkle resistance.

Three names that indicate that a finish of this type has been applied are:

wash and wear
durable press
permanent press

The wrinkle resistance finish is intended to last the life of the garment.

PUPIL-TEACHER INTERACTION

Explain and illustrate that yarns are interlaced in fabrics in a similar manner. Move fingers back and forth. Note ease of movement. Compare to dry fabrics and the ease with which fibers and yarns can move.

Wet fingers, interlace and move back and forth. Note ease of movement. Compare to wet fibers and yarns in fabric.

As fingers dry, note ease of movement and compare to factors present when clothing is drying.

Explain the relationship of moisture and the temperature to flexibllity of fabrics and wrinkle release.

Following explanation of factors which effect wrinkle release in fabrics, give each pair of students a statement which makes a recommendation for laundering garments.

Students are to explain why the procedure is recommended.

Encourage students to consider the effects of moisture, temperature and pressure of fabrics in the recommended procedure.

SUPPORT MATERIALS

CONCEPTUAL CONTENT	PUPIL-INTERACTION	SUPPORT MATERIALS
If wrinkles are set into the garment when it is manufactured, they are permanent.		
An application of heat and pressure higher than that used in application of the finish will result in new wrinkles being set in the fabric.		
To avoid wrinkles in garments that have wrinkle resistant finishes, wash in cool to warm water and dry at low heat.		
Drip drying means to remove a garment from the rinse water before the final spin and hang it to dry without being spun, wrung, twisted or squeezed.		
The care label gives information regarding the method of drying which will result in a smooth and wrinkle free appearance and retain the performance characteristics of the garment.		
Ironing and pressing are laundry techniques designed to remove wrinkles from the garment while preserving the texture of the fabric and the shape of the garment.	**Pre-Teaching:** Assemble equipment used in ironing and pressing. Demonstrate the use and care of the equipment. Explain and show the technique used for ironing. Select garments appropriate to class members (shirts, blouses, jeans, slacks, etc.).	
Ironing refers to the process of removing wrinkles from damp, washable clothing.	Utilize the care label information in selecting an ironing temperature.	
Heat and pressure from the iron are combined with moisture in the clothing to smooth and flatten wrinkles.	Demonstrate and describe procedure for determining temperature for ironing when care label is not available or does not provide information.	
Ironing is done with a sliding motion with the grainline of the fabric.		
Pressing refers to the process of removing wrinkles by adding moisture as well as using heat and pressure.	Illustrate the effect of hot temperature on thermoplastic fabrics.	
Pressing is done with a lifting motion rather than a gliding motion.	Explain and show the techniques used for pressing.	
The selection of an ironing or pressing temperature which will not damage the fabric is essential if desirable results are to be produced.	Contrast pressing and ironing.	
The care label gives information regarding the appropriate temperatures for ironing or pressing a garment.	Provide some opportunities for students to practice use of equipment and decision making regarding ironing and pressing temperatures.	
If there is no information, a low heat setting can be used to determine the effect on the fabric. The temperature can be gradually increased until a temperature which removes wrinkles and restores appearance is determined.		

CONCEPTUAL CONTENT

A clothing inspector performs the following duties:

- inspects worn, torn or damaged clothing to determine suitability for sale or repair;
- sorts articles and places them in bins according to fabric, size, and degree of serviceability.
- removes salvage items, such as buttons, straps, and buckles from unserviceable garments.

Checkers and inspectors in garment manufacturer perform the following duties:

- examine garments for proper workmanship
- mark defects and items requiring repair
- may make minor repairs

Clothes frequently worn require occasional repair to retain their appearance and wearability.

Newly acquired clothing may also require repair to securely attach fasteners and prevent their loss.

PUPIL-TEACHER INTERACTION

Pre-Teaching: Assemble several items of clothing which need minor repairs. Fasteners may be missing or loose. (Patching has not been included in this unit; however, if you plan to teach techniques for patching or mending of other tears, then include garments which have these problems.)

Prepare recording form.

Divide class into teams of three students.

Give each team of students several garments to examine. Explain that they are to be clothing inspectors or quality control persons. Their job is to examine the items of clothing and record those minor repairs that are needed if the garment is to be suitable for wearing and attractive in appearance.

Students will record the name of the garment and the repairs needed.

The amount of time given for the examination of each garment is to be controlled. Three to five minutes per garment may be sufficient. When time is called, the garment is to be passed on to another team of inspectors.

When the task is completed, the students' recordings may be checked for accuracy against a master list of needed repairs. (Overhead transparency may be used to present information.)

When accuracy check is completed, the students can summarize their findings. The following questions may be helpful:

What types of repairs were needed most in the garments inspected? Next, least?

What problems might occur if the garments were worn without repair?

How often do you wear clothing that is in need of minor repair? Why?

Do you have some garments that you cannot wear because they are in need of repair?

What kinds? How many?

Transition: Refer to student survey, "My Share of the Family Clothes Care." Summarize practices reported by the class. Question students as to the kinds of repairs they do, if any.

Indicate that this part of the unit will help them to learn to do some minor repairs.

Pre-Teaching: It is suggested that students have the opportunity to practice doing the various techniques that are included in the unit. A combination of samples done by students and repair on garments may be appropriate. A scavenger hunt by students to locate garments in their homes needing repair is suggested as a means of stimulating their interest and participation.

SUPPORT MATERIALS

S.M.9

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIALS
The supplies and equipment used in repairing clothing by hand sewing include thread, needles, pins, pin cushion, thimble and shears or scissors. The color, size and kind of thread which is used in the repair of garments affects the appearance and durability of the repair.	**Pre-Teaching:** Assemble several spools of thread of each type and a variety of sizes, a variety of sizes of needles and needle packages. Show and describe equipment used in repair.of clothing. Explain function and factors which influence selection and use.	
Thread of a color similar to the garment will help to make the repair inconspicuous.	Students can examine thread and needle samples during or following explanation and illustration.	
The care label of the garment will indicate the type of fiber and provide a guide for selection of the kind of thread.	After selection is made, students may explain to total class or to the teacher, orally or in writing, reasons for selection of particular thread and needle.	
Hand sewing needles are made in different sizes for different uses. The size of the needle is indicated by number. The higher the number, the smaller and lighter weight is the needle. Size 9-10 are used with sheer fabric, size 7-8 with medium weight fabric and size 6 with heavy fabric.		
Needles of the size indicated penetrate the fabric but do not leave large puncture holes and are easily handled.	Give each student a swatch of fabric which has been labeled as to fiber content. Each student is to select the thread and needle which would be appropriate to use in repairing a garment made of that fabric.	
A thimble protects the finger as it is used to puch the needle through the fabric.	After selection is made, students may explain to total class or to the teacher, orally or in writing, reasons for selection of particular thread and needle.	
A thimble is chosen to fit the middle finger with comfort. A thread secured without a knot provides a durable fastening and is not likely to pull out.	This may be an appropriate time to teach students to thread needles, secure thread without knots, and and do some basting or other hand stitch which is simple and will give them practice in holding the needle and manipulating it.	
The attachment of buttons is a repair task that occurs frequently. A button attachment which will give satisfaction to the wearer is one in which the button is secure and the garment when buttoned is flat, smooth and free from puckers.	**Pre-Teaching:** Collect several garments which illustrate characteristics of quality button attachment and several which do not illustrate these characteristics. Garments for this purpose can be purchased at used clothing sales and modified to illustrate the ideas. They may then be retained as part of the department teaching materials.	
The placement of the button in attaching it will influence the smoothness of the closure when the garment is buttoned.	Display garments and ask students to identify those which are of best quality in terms of button closure. Characteristics may be summarized on the chalkboard.	
To insure that the button is placed in line with the buttonhole, close the garment and put a pin through the end of the buttonhole nearest the edge if it is a vertical buttonhole.	Demonstrate and explain steps in marking button placements. Emphasize the relationship of the procedure to attaining the best quality button closure. Provide students with opportunity to practice all steps either on sample or on garments.	
Position the button for attachment 1/8" from this mark. There are two basic types of buttons. Each can be attached to a garment to produce a secure and attractive closure.		

CONCEPTUAL CONTENT

A button with a shank has an extension of the button material under it. This extension contains the hole through which thread is attached to the fabric.

The shank of the button raises the button from the garment surface and provides room for the fabric of the overlap when the garment is buttoned.

The provision of room for the overlap helps to prevent puckering.

To sew a button with a shank to the garment, use thread approximately 24" long. This length will prevent tangles and knots. A double thread is suggested for security and strength for light to medium weight fabrics and buttonhole twist for heavier fabrics.

Conceal the end of the thread between the layers of fabric and then fasten the thread securely with several small stitches where the button is to be placed.

Make five to ten stitches through the button shank and the fabric to secure the button. Place stitches close together to prevent fabric from puckering.

Fasten the thread near the base of the shank. Leave about ½" of thread between the layers of fabric and cut the thread.

To attach a button without a shank to the garment a thread shank is formed.

Conceal the ends of the thread between the layers of fabric and fasten the thread securely with several small stitches at the point where the button is to be placed.

Take one stitch through the holes of the button. To raise the stitches that form the shank, place a pin or similar object under the first stitch and across the button.

A pin will form a short shank, a match will form a longer shank.

Make several stitches through the holes of the button and over the object to form the shank.

Place stitches close together to prevent puckering.

Fasten the thread at the base of the shank on the underside of the garment. DO NOT cut the thread.

Remove the object used to form the shank.

PUPIL-TEACHER INTERACTION

Demonstrate and explain steps in attaching button.

Emphasize the relationship of the procedure to attaining the best quality button closure.

SUPPORT MATERIALS

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIALS
Return the needle with the thread to the outside of the garment, but not through the holes in the button.		
Hold the button away from the fabric. To form firm shank, tightly wind the thread (with the needle) around the threads under the button.		
Fasten the thread invisibly at the base of the shank on the underside of the garment. Slide the needle and thread between the layers of the fabric.	Provide students with opportunity to practice all steps either on a sample or preferably on a garment.	
Cut the thread.		
A snap fastener is composed of two parts, the ball and the socket.	**Pre-Teaching:** Assemble supplies and materials needed to illustrate the attachment of snap and hook and eye. Demonstrate procedure used in marking and attaching snaps.	
A snap fastener is used where there is little strain at the closing and the closing overlaps.		
Snap fasteners are available in black or silver color.		
Choose the color of snap fastener that is most inconspicuous.		
Snap fasteners are available in many sizes. Size 4/0 is used for sheer fabrics, lace. Size 3/0 to 2 is used for medium weight fabrics.		
Size 3 to 5 for heavy fabrics.		
The size of the snap used depends on the weight of the fabric and the strain where it is located on the garment.		
Larger snaps are suited to areas with greater strain and to heavy fabrics.		
The ball of the snap is attached first to the under side of the part of the garment that overlaps.		
A single thread of 24" length is used. A double thread will make the stitch too bulky. A size 8-9 needle will be easy to handle.		
Conceal and fasten the thread ends as in sewing of buttons.		
To prevent the snap from showing, place the edge of the ball 1/8" to 1/4" from the edge of the opening.		
Attach the ball of the snap with a buttonhole or loop stitch, 4 to 6 stitches through each hole.		
Fasten the thread. Slide the needle between the layers of fabric; cut leaving 1/2" between the fabric layers.	Provide students with opportunities to practice procedures demonstrated.	
Mark the placement of the socket on the top of the underlap by rubbing chalk on the ball and pressing it against the underlap.		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIALS
Complete the attachment in a manner similar to that used in attaching the ball. Hook and eye fasteners are used for closings with crosswise strain and to complete zipper closings. Hook and eye fasteners are attached to the garment to make a snug and invisible closing. Hook and eye fasteners are available in "silver" color and black. Select the color which would be most inconspicuous. Hook and eye fasteners are available in sizes 3/0 to 3. The larger the number the heavier the fastener. A larger fastener is used on heavy weight fabrics or where there is greater strain, i.e., waistband, closing on pants. There are two types of eyes. The long-bar eye is used on closings that overlap. The round eye is used on closings that just meet. A thread eye may be used in place of a metal eye. It is inconspicuous and is appropriate where there is little strain, i.e., children's garments, women's garments. Mark the placement of the hook and eye accurately and attach the hook and eye with procedures similar to that used in sewing on the snaps.		
A sense of satisfaction, happiness and fulfillment may come from the work one does and the situation in which the work occurs.	**Pre-Teaching:** When study of clothing care and repair procedures are nearing completion, make arrangements for a study trip to a local commercial clothing care and repair business. Suggested businesses include: Dry cleaning establishments Commercial laundry Hospital laundry	
Satisfaction derived from work may be due to: - pleasant working conditions - chance to direct own work schedule - can see results of work - can do work well - others appreciate work done - There is variety in the tasks to be done. - money earned	Prepare a study guide for students and explain purpose of the trip. Assign students to interview various workers to obtain information. Practice interview techniques. Following study trip, discuss information gathered relating it to job satisfaction. Encourage students to identify factors which would contribute to their personal satisfaction in a job.	S.M.10

S. M. 1

NOTES TO THE TEACHER

A number of the learning activities in the unit are based on direct experience with clothing or textiles. Several means may be used to acquire the garments and fabrics which are included. Students may be asked to bring items of clothing from their wardrobes or those of their families. Since no grade is attached to this request and students may fulfill requirements of the course without bringing the items, this procedure appears to be in keeping with the intent of the fees regulations. Items which illustrate various aspects of conceptual content may also be obtained from rummage sales or other agencies which collect and sell used clothing. The school "Lost and Found" may be a source of used clothing at the end of the school year. Some items may become part of a collection of teaching materials to remain in the department.

Swatches of textile fibers for staining and other illustrations may be made from fabric left over during construction units or from used clothing which cannot be restored. The preliminary preparation of real items to be used in the experiences may be done by students under direction of the teacher or by the teacher.

S. M. 2 STORAGE SITUATIONS

A. Sam had just arrived home and was changing his school clothes when he realized that he had forgotten to pick up milk for supper. The store closed in just a few minutes so he quickly slipped into his blue jeans and tee shirt and rushed downstairs and out to his bike. The clothes he had taken off were on the floor in a pile. Today that wasn't so bad because they were dirty and couldn't be worn again until washed and ironed. He would put them in the laundry tonight.

A. When Darlene arrived home from school she changed her clothes. She wanted to wear the same pair of slacks to a movie the following night so she matched the creases in the pant legs and fastened them by the cuffs to a hanger. The next evening she hurried to get the supper dishes done and a shower taken. She removed the slacks from the hanger and put them on with a clean shirt. She was ready when her friend came. As she went past the hall mirror on her way out, she caught a glimpse of herself and thought, "These slacks really look like I'd never had them on this week."

B. Frank had gotten a skinny-ribbed turtleneck sweater as a birthday present. He really liked it and wanted to keep it looking nice. He carefully hung it on a hanger in the closet ready for wearing the next time. About a week later he decided to wear the sweater. When he looked in the mirror after putting the sweater on, he found that the shoulders didn't fit. In fact, the seams were hanging halfway to his elbows. He couldn't wear the sweater.

A. Sharon had on her favorite jeans. They were faded, soft and really comfortable. She put them on a chair near her bed when she went to sleep. She probably wouldn't wear them again. The next morning the whole family was called on to help clean the basement. Sharon put on an old shirt and picked the jeans off the chair. They would be just right for sorting and moving all the stuff in the basement even though wrinkled.

B. Jack bussed dishes at a restaurant in his neighborhood. The owner provided slacks and shirts for the employees and insisted that they be clean and well pressed. The customers expected good food and food service. Jack had learned from experience that the slacks wrinkled easily. He usually put them on a hanger in the closet. Last night he had carefully folded them and put them over the back of a chair. It would do the same job as a hanger. As Jack started to get dressed for work, to his surprise he noticed that the slacks had slipped off the chair and were in a crumpled pile on the floor. What should he do — take time to press them and be late or wear them wrinkled and be on time?

B. Whenever Jerry changed his clothes, he left garments scattered around the room. His parents had tried to get him to take care of his clothes but with little success. They finally gave up and just let Jerry take care of his own clothes. Jerry did begin to put the dirty clothes into the laundry and the ones that were still wearable he sometimes put away. However, several times each week he found himself in the situation of not having any shirts and jeans to wear that weren't at least somewhat wrinkled.

S. M. 2 (cont.)

On several occasions, he had to put the wrinkled things on and, once, someone asked him, "What happened, Jerry, you sleep in those clothes last night?"

B. Ruth came home from swimming still hot, only more tired. She took off her wet suit and let it drop to the floor along with the damp towel. After taking a nap, she picked up the wet clothing to find that they had been on some newspaper and that the print had come off the paper and onto the suit. She could read "milk" just as clearly on her suit as it had been in the newspaper.

STORAGE: SPACE AND EQUIPMENT

All items suggested are listed because they would enhance the possibilities that pupils would find alternative means through which they might improve or enhance storage of clothing.

Collect an assortment of containers which might be used to store smaller items of clothing and accessories. Items with smooth exterior and interior, which can be closed, will result in maintaining the appearance of the item to be stored.

Suggested items: Shoe boxes of various sizes, with lids;
plastic cartons - 5 qt. ice cream pails, with lids; and
1 - 3 lb. coffee cans, with lids.

Larger boxes may be obtained from office supply stores and grocery stores. Useful for off-season storage.

Collect illustrations of simple ways to improve closet and drawer storage.

Collect hangers of various weights, materials and construction to illustrate weight and sturdiness needed to support various types of garments.

Collect hangers which are designed for particular uses. Identify characteristics which help them to fulfill intended purposes or which limit their usefulness.

Alternative skirt and pants hangers: A suitable skirt hanger can be made from an ordinary wire hanger:

1) bend the ends of the hanger together, and
2) tie a clamp type clothes pin around both pieces of metal with cord or ribbon.

A substitute pants hanger can be made from a wire hanger by padding the center wire. Folded newspaper can be used or a center cylinder made from foil.

S. M. 4 - EFFECT OF STORAGE PROCEDURES ON VARIOUS TYPES OF FABRICS

Class organization: Divide class into five groups. Each group will be responsible for carrying out several experimental procedures with garments made of several fibers and constructions.

If the collection of sufficient garments to involve all students in the performance of the experiments is difficult, a smaller number can be used by limiting the tests to two or three. The teacher may demonstrate the procedures for each class, using the same garments and lessen the total number of items needed.

The remainder of the experiment may be carried out as described. The students can observe and describe what occurs under the varying conditions. Students may be involved in drawing conclusions at the close of the experience.

Supplies needed:

I. Garments

- A. Garments made of knit fabrics which stretch and sag.
- B. Garments made of knit fabrics which do not stretch and sag.
- C. Garments made of woven fabrics which are treated for crease resistance.
- D. Garments made of woven fabrics which are not treated for wrinkle or crease resistance and which do not possess natural wrinkle resistance.
- E. Any garments which have pleats or creases in which that style feature is to be retained.

II. Other Supplies

- A. Metal hangers
- B. Large cardboard boxes
- C. Pants hangers, skirt hangers
- D. Adaptations of wooden or metal hangers for skirts and pants

Experimental Procedures:

1. Collect five garments from those labeled A.
   Carry out directions given below.
2. Collect five garments from those labeled B.
   Carry out directions given below.
3. Collect five garments from those labeled C.
   Carry out directions given below.
4. Collect five garments from those labeled D.
   Carry out directions given below.
5. Collect seven garments from those labeled E.
   Carry out directions given below with five of the garments.

Store the remaining garments on a pants or skirt hanger designed for that purpose.

Directions:

1. Preparation
   - a. Place one garment in the large box marked Storage.
   - b. Place one garment on a sturdy metal hanger and adjust so as to remove any wrinkles.

S. M. 4 - EFFECT OF STORAGE PROCEDURES ON VARIOUS TYPES OF FABRICS (cont.)

Directions: (cont.)

c. Fold one garment as the diagram below shows and place in the large box marked Folded Storage.
d. Place one garment folded over the center of a metal hanger.
e. Place one garment folded over the protected center of a metal hanger.

2. Allow all garments to remain in the particular storage for three days.
3. On the fourth day, carefully observe each garment's appearance and record the findings in clear descriptive terms on the observation sheet.

S. M. 5

OBSERVATION FORM FOR CLOTHING STORAGE EXPERIMENT

Experimental Group____________ Members__________________________

____

Fabric Type	Experimental Procedure	Results or Effects Observed
Describe:	a. Crumpled in a box	
	b. Hanger - smoothed	
	c. Folded - box or flat	
	d. Folded over Hanger - unprotected	
	e. Designed Hanger	
Conclusions:		

S. M. 6

MY SHARE IN FAMILY CLOTHES CARE

Things I Do To Care For Clothing	At least once a week or more often	Sometimes - less than once a week	Not at all
Take things off garments and out of pockets before putting them in laundry			
Sort my own clothes for machine washing			
Sort family clothes for machine washing			
Prepare machine for washing and wash several loads			
Hang clothes for line drying			
Prepare dryer and dry several loads			
Iron some of my own clothes			
Iron all of my own clothes			
Press some of my own clothes			
Press all of my own clothes			
Press or iron some clothes for other family members			
Fold family clothes after drying			
Help with the family laundry at a coin-operated laundry			
Put my own clothes in drawers and on hangers			
Repair buttons, hooks, and eyes on my own clothes			
Report stains to launderer			
Remove stains myself			

S. M. 7

STAINS

The following questions would be listed on a sheet of paper, leaving space for the pupils' answers:

1. What kinds of food or other materials have you gotten on your clothing?
2. What did you do about the spot? (for example - tell your mother)
3. How was the spot or stain removed?
4. Who got the spot out of your clothing?
5. Do you have any clothing that have permanent stains on them?

S. M. 8

STAIN EXPERIMENT AND RECORDING FORM

Type of Fabric______________________

Material which caused stain______________________

Procedure Recommended:

Supplies Needed: ____

____

Complete the recommended procedure with each of the three swatches. Observe and describe appearance of damp dry swatch and dry swatch. Record.

Fabric Condition	Appearance after treatment (damp-dry)	Appearance after treatment (dry)
A. Freshly stained with material and removed immediately		
B. Stained with material and allowed to remain untouched two days		
C. Stained with material and allowed to dry and then ironed		

Conclusions:

S. M. 9

RECORDING FORM FOR CLOTHING INSPECTOR

Garment Inspected	Repair Needed	Inspector

S. M. 10

STUDENT GUIDE FOR STUDY TRIP

NAME OF BUSINESS____________________

WHAT BUSINESS DOES (List operations of business.)

OWNER-OPERATOR DUTIES:

1)

2)

3)

4)

OTHER WORKERS:

NAME OF WORKERS	DUTY	REQUIREMENTS FOR JOB EDUCATION AND EXPERIENCE	THINGS WORKER ENJOYS ABOUT THE JOB

REFERENCES

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TITLE: *PERSONALITY, LIFE STYLE AND CLOTHING*

UNIT FOCUS: Clothing selection for the individual is the central theme of the unit. Attention is given to the functions of clothing and the influence of values in the process of selecting clothing. An introduction to wardrobe planning is incorporated. Opportunities are provided for students to examine and observe actual fabrics and garments. These experiences are used to develop understanding of the elements of color, texture and line as they relate to clothing design and selection.

RATIONALE: Clothing appears to help satisfy a variety of human needs including protection, comfort, security, approval and self-expression. The selection of clothing is a task which appears to have lifelong significance. Middle-school/junior high school students are interested in clothing and are beginning to assume responsibility for the selection of their clothing. The peer group, fashion industry and other social and technological factors are forces which exert influence on clothing selection behavior of individuals. The information provided by these and other sources may confuse individuals' understanding of the effects which clothing can produce and the needs which may be satisfied through clothing. Instruction which includes the identification and consideration of needs to be satisfied and the setting of priorities among these needs can provide a basis for clothing selection activity. Instruction which acquaints students with garment qualities, the meanings assigned to those qualities and apparent effects which they produce, can enable the individuals to select clothing which is personally satisfying.

INSTRUCTIONAL OBJECTIVES;

Comprehension of the functions of clothing
Comprehension of the relationship of personal life style and clothing selection
Comprehension of influence of values in the selection of clothing
Willingness to examine the values involved in clothing selection
Ability to identify the elements of design in clothing
Responds to the elements of design in clothing
Comprehension of effects of elements of design on personal appearance
Knowledge of planning procedures relative to acquisition of clothing
Awareness of planning procedures relative to acquisition of clothing

REQUIRED EDUCATIONAL BACKGROUND: None. Level I.

SUGGESTED LENGTH OF TIME: 2-3 weeks.

CONCEPTUAL CONTENT

Clothing of various types have been invented which help to maintain body comfort and provide protection.

Clothing is selected and worn as a means of expressing membership and loyalty to a particular group.

Clothing is selected to enhance the personal appearance of the wearer.

Human beings experience a need to express their identify and personality. Human beings seek to express their uniqueness. Clothing is used to express individuality.

PUPIL-TEACHER INTERACTION

Pre-Teaching: Assemble several items and pictures of clothing of the same general type.

Items are to represent those which might be worn by males and females. Include several which represent styles often associated with a particular group of individuals or with a particular group at a certain period in history. Current adult and teen styles can be included.

Attach a number to each item. Display the items for students to view. The numbers are not to be visible to students.

Introduction: Direct students to number off using the same numbers as are attached to the items. When each student has a number, reveal the number on the item and have the students complete the following tasks:

Write the number on a sheet of paper.

Look carefully at the item of clothing which bears the number matching yours. Examine it.

Write a few sentences about the person you think might wear the item.

What might the individual do while wearing the particular item of clothing?

Orally share the students' responses and record in chart form. e.g.:

Item No.	What the person might do while wearing the item:	Reason for choosing the item:
1 (Steel-tipped boots)	Work with heavy equipment	Protect feet from heavy objects

What similarities are there among the reasons given for selecting the various items?

Are there other reasons which appear to be similar?

Which reasons belong together? What do those reasons have in common?

Continue questioning until students have identified several basic reasons for selecting and wearing different items of clothing.

From the items displayed, select one or two which are designed to provide protection and/or comfort. Identify particular features related to comfort and protection. Encourage students to identify clothing which they or family members wear for protection and comfort.

SUPPORT MATERIAL

S.M.1

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Pre-Teaching: Prepare copies of Clothing Inventory.	S.M.2
	Transition: From the items and pictures in the previous display, select several which represent the following: - currently worn and accepted by teenagers - currently worn and accepted by adults - acceptable to one of these groups five to ten years ago. Arrange the items and pictures in view of the students. Point to each item, in turn, and have students indicate their willingness to wear the item with the following signs: Would wear it at home? (left hand, shoulder high) Would wear it to school or other public gathering. (right hand over head) Wouldn't wear it at all. (arms clasped across chest) Place several of the items to which students responded favorably in their view.	
Human beings have a need to belong to groups, to be accepted and approved by groups and by people with whom they associate. Clothing is sometimes used to express loyalty to a group. Clothing is sometimes used to indicate separateness from groups disliked.	Ask: Why would you wear this item? How would you feel while wearing the item? What might a friend say about the item? Repeat series of questions in regard to an item which had been disliked. What does this tell us about reasons for selecting particular items of clothing? Explain purpose of Clothing Inventory and clarify directions for its use. Students may complete columns I and II.	
	Pre-Teaching: Secure several pictures of teenagers wearing clothing which is currently popular. Secure copies of old school dress codes or copies of old annuals which would depict change in type of dress which was acceptable and was considered beautiful. Contact librarian and secure issues of National Geographic magazines which illustrate conceptions of beauty and use of dress in other cultures. Encourage students to bring pictures of family members showing dress which was considered beautiful and accepted 75 to 100 years ago. Transition: Display several pictures of teenagers wearing clothing which is acceptable to the teenage subculture. Ask:	
A need or concern of individuals seems to be to present themselves as beautiful, attractive and pleasing.	What words would you use to describe the clothing and people in the picture? Record responses.	
The idea of what is beautiful in body size, shape or form for females or males varies among cultural groups.	Show another picture either of clothing from another culture or of clothing from another era. Ask:	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Groups of people who share common ways of behaving and common beliefs are called cultural groups.	What words would you use to describe the clothing and people in the picture? Record responses.	
If the body does not meet the ideal, clothing may be used to modify the body form hide features or create the illusion of the ideal as it is defined in that culture (group or sub-group).	In what ways are the pictures different? In what ways are they similar? (Both illustrate what people believe to be beautiful.)	
	Use other illustrations to point out beauty and the use of clothing to meet the cultural definition. Divide students into groups of four to six. Provide each group with several school yearbooks from consecutive years. Each group might examine books for a two to three year time span. In total, books may cover ten to fifteen years. Have students identify the ideal in dress at that time and the ideal in beauty. Each group of students can report their findings and show several pictures to illustrate.	
Within a given culture or sub-culture the norms or standards for dress and beauty appear to change over time.	When all groups have reported and illustrations have been viewed, ask:	
The teenage population is a subculture which tends to establish its own standards for beauty and acceptable dress.	What do these yearbook illustrations seem to point out about acceptable clothing? What do they seem to say about the ideal of beauty? Give copies of school dress codes to students. Identify standards for girls and boys. Identify changes which have occurred over a period of time. What does this suggest? Explain and illustrate the changes which have occurred in acceptable dress for teachers. What does this seem to suggest?	
Some groups (societies) allow for variation in dress. A variety of dress is appropriate and accepted.	Can you think of a group which has a strict rule about the kind of clothing that is worn by members of that group? Has the standard changed?	
Other groups (societies) have strict rules which tell people what is acceptable dress. Little variation is accepted.	Encourage students to identify changes in dress for their age group from the point of view of the age group. Ask: Is variation acceptable? To what extent?	
	Pre-Teaching: Secure copies of current catalogs, pattern books, magazines which have illustrations of clothing worn by males and females. Transition: On a sheet of paper will you write the names of two T.V. personalities of the same sex with whom you are familiar and whose program you watch. e.g., Cher, Mary Tyler Moore, J.J., John-Boy, Bobby Goldsboro, Sammy Davis, Jr., Colombo, MacMillan, McCloud, etc.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIALS
	Under each name, write several words which you would use to describe the personality of the character. Share some of the student choices and descriptive words. Record responses. From the names recorded, choose two of the same sex. Continue: Think about the clothing these two personalities wear on the program. What would be your reaction if MacMillan appeared dressed like Colombo? How would you react to J.J. in John-Boy's clothing?	
Human beings have a need to express their identity and personality. Human beings seek to express their uniqueness as individuals.	Use several other personalities to illustrate the relationship of clothing and the expression of personality and uniqueness. What does this seem to tell us about the choice of clothing?	
Clothing can be selected which supplements and enhances the individuality of the person who wears it.	Distribute current magazines, catalogs, pattern books to students. Transition: On a sheet of paper, place pictures of several garments which you would be comfortable wearing and several which you would not wear. Write several sentences to explain how the garments would effect your expression of individuality. Collect work, review and provide written feedback. Remind students to complete Clothing Inventory. **Pre-Teaching:** Select three to four pictures of garments submitted by students as part of the previous lesson. Display pictures.	
Each decision regarding the selection of an item of clothing to wear involves consideration of the needs which will be satisfied.	Have students rank order the garments from least to most wanted as part of their wardrobes. For the item ranked first and most wanted, write down the reasons for the ranking.	
Values are ideas about what is important or worthwhile which will not be easily given up.	As students work, circulate and encourage them to be explicit and clear about the reasons for ranking the item as they did.	
The values which an individual holds (believes are important) will influence and direct choice-making in the selection of clothing. Several values may be involved in the selection of an item of clothing. e.g., comfort, group approval, expression of individuality, welfare of others, beauty, economy, etc.	e.g., "It is pretty." What makes it pretty? "The colors are my favorites." "What makes them your favorites?" "Oh, people always say my eyes are really a pretty brown when I wear this color." "You mean you like to have other people admire your looks?" "Yes." When students have clarified reasons for their choice, ask: What is the idea which seemed to be most important in the reasons you gave? Write it down or circle the most important reason.	
One or two values may have greater influence in the choices an individual makes.	Select one of the illustrations which several students have chosen. Have students identify ideas which were important in their deciding to choose the item. As they respond, ask questions to clarify reasons for choices.	

CONCEPTUAL CONTENT

Several individuals may select the same item of clothing but for different reasons. (Different values)

PUPIL-TEACHER INTERACTION

SUPPORT MATERIAL

Record values or value indicators which may have influenced choices. When a number of students have responded regarding several of the items, ask:

Did everyone who chose the same garment have the same reason?

Pre-Teaching: Collect and examine the clothing form students have completed. Provide feedback which will help students to give complete information.

Transition: Return inventory form. Direct students in the following activity:

Divide the remainder of the space on the Inventory sheet into two columns. The first column may be smaller than the second.

In the first column use the following signs to indicate the satisfaction or enjoyment you sense when wearing each of the garments listed:

* favorite, enjoy
? so-so
o dislike
— last choice

When ranking is completed, have students complete column 4, Beasons for Ranking.

Collect forms, provide feedback. Students may be asked to identify similarities among reasons when forms are returned.

Pre-Teaching: Divide students into small groups of three to five. Prepare copies of To Make a Choice. S.M.3

Transition: On the sheets of paper that your group will receive there is a description of a situation involving people and clothing. Read the description carefully and answer the two questions at the bottom. Do not talk with others in your group. The decision should be yours.

When students have finished individual responses, have them share their decisions and reasons within each group. The group will choose a best decision (course of action) and give reasons to support choice. Groups will present their situation, decision and reason to the class. The teacher will ask questions to help the students clarify values related to reasons. See Value Clarification. S.M.4

Pre-Teaching: Prepare copies of Clothing Gaps and Surplus. S.M.6

Prepare transparency of Clothing Wants Exceed Resources. S.M.5

Assemble copies of Clothing Inventory to return to students.

Assemble two to three tops or shirts in similar color and style. Garments are to be representative of types worn by both sexes.

Transition: Display transparency. Ask:

What seems to be happening in this picture?

What are the characters thinking? What other thoughts might they have?

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
An individual's desire for clothing reoccurrs. An individual's desire for clothing may exceed his/her resources for obtaining clothing. Planning can help an individual to more nearly meet his/her needs and desires for clothing. Comparison of an inventory of activities which are part of a lifestyle and the clothing needed to do those activities with the garments in a wardrobe, will identify gaps and areas of surplus.	Have you ever done something similar? What does this seem to tell us about people and clothing? What could someone do to meet their needs for clothing? Return Clothing Inventory. Explain Clothing Gaps and Surplus and direct students in the completion of the tasks. Upon completion of tasks, share responses. Identify reasons why garments are not worn. Ask: What are the main reasons that garments are not worn? What can be done to avoid having garments which are not worn? Share responses to remainder of tasks. Continue: From your comments, it seems that the appearance and style of the garments often infuence whether they will be worn or not. If several (6) of you would volunteer, we might try an activity related to garment appearance. Select three teams of two students to participate in the following activity: Blindfold one person from each team. Display the garments. Have the second member of each team take turns describing one of the garments as you point to it. Record the words used by the second student as he/she describes the garment. Remove the blindfolds and have a student who was blindfolded choose the garment which he/she believes was described by his/her partner. Ask: Which words were most helpful in identifying the garment? What other words would have been helpful? What words were misleading? Circle those identified by the students.	
Color, line, shape and texture are the elements which are combined to give an item of clothing its particular appearance. The several elements are used by individuals to identify the garment. Color, line, shape and texture are elements of a garment which influence individuals' choice of a garment.	As you look at the list, which clues were most helpful to the blindfolded partner? What other descriptions helped to identify the garment? What are the major elements which are combined in clothing to give the garments their special appearance? Which of these elements do you notice first in selecting a garment? Which element is *most* important in your selection of a garment?	
	Pre-Teaching: Prepare Color Window. Assemble tempera paints, color crayons, colored paper and a color wheel which illustrates the pure hues, primary, secondary and tertiary. Assemble objects (fabric, paper, etc.) which meet the following color descriptions and are of similar texture: - a primary color: red, blue or yellow of low value and intensity.	S.M.7

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	- a tertiary color which shares the primary color selected above - a secondary color not part of the tertiary color - a dull or bright intensity of any value - two colored items similar in texture to those already selected Direct student attention to the first item. Ask: What can you tell me about the color of this object? Describe the color you see. What other words would describe it? Record responses. Direct attention to second object. Pursue a similar line of questioning. Record responses. Direct attention to the third and fourth objects. Pursue a similar line of questioning. Record responses. Direct students' attention to the words on the board. Ask: Which of the words belong together? Why? What other groups might be formed? Why? Continue questioning until students have grouped words into groups according to hue (color name), value (Lightness-darkness), intensity (brightness-dullness).	
The name that is given to a pure color is hue. Blue, red, green, orange are specific hues. Colors such as peppermint pink, moss green, nutmeg brown, etc. are fashion names and do not refer to the pure colors. Intensity is the term used to describe the purity or strength of a color. Value is the term used to describe lightness or darkness of a color. Hues that are pure colors are intense colors. Intense colors are bright and clear.	Transition: People who work in clothing design and sales, as well as users of clothing use the same ideas to describe color. Hue is the word which refers to the name of the color. Value is the word which refers to the lightness or darkness of a color. Intensity is the term used to describe the purity or strength of a color.	
	Pre-Teaching: Assemble a variety of colored fabrics or paper and other materials which students can use to illustrate color ideas.	
Value is the term used to describe the lightness or darkness of a color.	Assemble three samples of the same hue (fabric or paper) which illustrate pure color; a tint of that color; and a shade of that color.	
Any pure color plus white produces a hue lighter than the original hue.	Display them in the Color Window.	
Hues that are light in value are called tints.	Prepare copies of Value Identification and Intensity Identification.	S.M.8 S.M.9

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Any pure color plus black produces a hue darker than the original hue.	Transition: Direct students' attention to colored sample.	
Hues that are dark are called shades.	Identify the pure color. Show the tint and explain how it is produced. Show the shade and explain how it is produced.	
Pure hues differ in their inherent values. Yellow is a higher value than blue.	Show another set of samples which are examples of pure color, tint, shade. Ask: Which is the pure color? Which is the tint? Which is the shade? Which color is high in value? Which color is low in value?	
	Point to various colored objects and garments in the room. Have students identify the hue and whether it is high or low value.	
	Direct students in the completion of the hue and value identification exercise. Students' answers may be displayed in the classroom.	
	Circulate as students work and assist them through illustrations and questions to clarify their understanding of value.	
	Pre-Teaching: Prepare copies of Color, Line and Texture in my Wardrobe.	S.M.10
	Assemble 6 sheets of medium weight paper, 8½" x 11"; orange, green blue and red tempera paints; paint brushes; container for mixing paint (egg carton). Paint one sheet of paper pure orange and one pure green.	
	Prepare a green and orange of lower intensity by adding red and blue. Paint a second sheet each of these colors. Save paints for use in explaining process to class.	
	Display pure orange and lower intensity orange in Color Window.	
	Transition: Direct students' attention to the Color Window. Ask:	
	What is the hue that is displayed?	
	How would you describe the value of the color displayed?	
	The third quality which color has is intensity.	
Intensity is the term used to describe the purity or strength of a color.	Identify the pure most intense form of the color in the display.	
	Explain what was done to produce the color with lowered intensity.	
Hues that are pure colors are intense colors. Intense colors are bright and clear.		
Hues which have lower or less intensity are grayed and dull.	Mix paints to illustrate how the addition of a color's complement reduces the brilliance of the pure color. Display the pure color and two other forms of the color with lowered intensity. Repeat for the second pure color.	
The intensity of a hue is lowered by adding its complement.	Refer students to their Hue and Value Identification answer form. Direct them in the completion of the Intensity Identification Activities form.	

CONCEPTUAL CONTENT

PUPIL-TEACHER INTERACTION

SUPPORT MATERIAL

Explain use of Color, Line and Texture in My Wardrobe. At this time, only the color section is to be completed. Students can complete task as out of class assignment.

Pre-Teaching: Review Some Thoughts on Choice of Color. Observe personal coloring of students in the class. Select several students who represent variation in personal coloring and skin undertones.

S.M.11

Ask them to be a part of the demonstration in the following class period.

Collect a variety of colored fabrics of the same texture, or make colored collars from sheets of construction paper.

Transition: Garment color can be used to emphasize skin, hair and eye color.

Arrange the volunteer students in view of the class. Direct attention to the colors which are part of the student's personal coloring.

Describe and record the color of the following features for each demonstration student:

Skin color is due to the amount of brown pigment found in skin and from the pinkness of the blood vessels below the skin surface. Red, yellow, pink and blue are undertones which are found in skin.

Skin color varies and is unique to the individual.

	Student		
	1	2	3
skin tones:			
eye color:			
hair color:			

Write the following statement on the chalkboard:

Color in dress may be used to intensify the pigmentation of skin, hair and eyes.

A pigment which is part of an individual's coloring may be emphasized by wearing the color which is the complement of that pigment.

A pigment which is part of the individual's coloring may be emphasized by contrasting it with the complement of the pigment.

Identify a pigment which is predominate in the student's skin coloring. Place a colored fabric or paper which is the complement of that pigment on the student.

Look closely. What do you see? Has there been any change in the appearance of the skin coloring?

Try several other values and intensities of the same complementary color on the student.

Direct students in observation. Encourage them to describe changes in appearance.

Carry out a similar activity with the other students in the demonstration group.

At the close of the activity, students who have been observing may write down which colors would be compliments of their skin, hair and eye color.

Write the following statement on the chalkboard:

A color which is part of an individual's coloring may be emphasized by repeating that color in a less intense form.

A pigment which is part of an individual's coloring may be emphasized by repeating that color in a less intense form.

Identify a pigment which is predominate in a student's coloring. (eye color) Place a color of the same hue and less intense form on the student.

Observe effect. Encourage students to describe effect. Repeat with other demonstration students.

CONCEPTUAL CONTENT

White and hues of high value (tints) reflect light and may have the effect of emphasizing pigmentation that is in the skin.

Colors of high value appear to come forward. Colors of high value have the effect of making the wearer appear larger.

Colors of full intensity appear to advance and have the effect of making the wearer appear larger.

Colors of light value and/or full intensity attract attention to the particular area of the body on which they are worn.

Colors of low value tend to recede.

Colors of low value have the effect of making the wearer appear smaller.

PUPIL-TEACHER INTERACTION

Students who have been observing may describe colors which would repeat colors found in their skin, hair or eyes.

Present statements related to effect of tints on personal coloring in a manner similar to previous experiences.

Divide students into teams and provide opportunity for them to examine and describe the effect of color on their personal coloring.

Pre-Teaching: Assemble several examples of colored paper or fabric approximately 8½" x 11" which vary in value and intensity.

Transition: Colors can be selected to produce certain effects on the appearance of the person wearing the color.

Display three of the samples in the Color Window. Ask:

Which of the samples did you notice first? Which sample holds your attention? Which sample attracted your attention last? Does any sample appear to advance or come forward?

As students respond, place the colored sample noticed first in one group and the sample noticed last in another group.

Continue with similar display of samples and questioning until four to six sets have been examined.

Display the group which was most readily noticed by students.

Transition: These are the colored samples which seemed most apparent. Look at the group again.

Choose two samples which are most apparent.

What words describe the value of these colored samples? Record responses.

What words describe the intensity of the colors?

How might a person wearing these colors appear?

If someone was wearing a garment with buttons and a collar of this color, what might be noticed first? Under what conditions?

What can be said about the effect which the colors having these qualities may have on the appearance of the person wearing them?

Direct students' attention to the group of samples which were least apparent. Continue:

Choose two samples which are least apparent or noticeable.

What words describe the value of these colored samples? Record responses.

What words describe the intensity of the colors?

How might a person wearing these colors appear?

SUPPORT MATERIALS

CONCEPTUAL CONTENT

Colors of low intensity tend to recede.

Colors of low intensity have the effect of making the wearer appear smaller.

Colors of medium value and medium intensity do not produce any marked change in the apparent size of the wearer.

Texture is the term used to refer to the surface appearance of substances (fabric) and to the "hand" of a fabric.

Terms used to describe the surface of fabrics include:

rough - smooth
coarse - fine
hard - soft
glossy - dull

Terms used to describe the hand or feel of a garment include:

stiff - flexible - clinging

Textures which reflect light tend to increase the apparent size of the person wearing the garment.

PUPIL-TEACHER INTERACTION

Display fabrics of medium value and intensity.

Explain the effect that colors with these characteristics have on appearance.

Refer students to the Characteristics of Clothing form which they have completed. Ask:

What are the color characteristics of your clothing?

Which colors do you enjoy?

Pre-Teaching: Collect a number of fabric samples of varying textures and hand.

Place samples in a large paper bag.

Prepare six to eight oval shapes which resemble the armseye opening of a garment.

Assemble fabric swatches 10" x 12". With the following surface and hand characteristics, one each of the following:

Rough texture, smooth texture, dull surface, shiny surface, sheer, bulky, stiff and clinging.

Transition: The fabric surface and the feel of a fabric are factors which affect the appearance of the garment and the wearer.

In this bag are a number of fabrics. Your task is to touch one of the fabrics in the bag. Do not look at it. In one minute, tell us as much about the fabric as you can.

As students take turns describing what they sense, another student may record the words on the chalkboard.

Empty the contents of the bag and compare the actual fabrics with the descriptions. Add to the list of words which would accurately describe the texture and hand of the fabric. Encourage students to associated words and samples.

Transition: Fabrics of different textures and hand effect the apparent size of the person wearing the garment.

Direct attention to the ovals. Each of these ovals is the same size. The shape resembles the armseye on a garment.

The fabric that I will attach is similar to that of a sleeve in a shirt, blouse, dress or coat.

Attach several fabrics to the ovals to resemble a sleeve. Ask:

What do you notice as you look at the ovals and fabrics?

Attach several others. Ask:

What can you say about the appearance of the ovals and the fabrics? What differences do you note? What similarities?

Attach remaining fabrics? Ask:

What do you notice?

How does the surface texture affect the appearance?

SUPPORT MATERIAL

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Textures which absorb light tend to decrease the apparent size of the person wearing the garment, unless they are bulky.	How does the hand of the fabric affect the appearance? In general, what can be said to describe the affect of fabric texture and hand on the apparent size of the person wearing the garment?	
Fabric of medium textures do not have a marked effect on the apparent size of the person wearing the garment.		
Stiff or crisp fabrics stand away from the figure and thus conceal the figure. They also add to the apparent size of the person wearing the garment.		
Heavy, bulky, shaggy fabrics tend to increase the apparent size of the person wearing the garment.		
Clinging fabrics tend to reveal the size and shape of the figure.		
Textures and color combine to produce apparent change in size.	What effect might color have when combined with textures and hand?	
Any hue will be more noticeable in a fabric which has a glossy or shiny surface than it would be in a fabric which has a rough texture. (Orange in a satin as compared with orange in a basket weave wool or corduroy.)	Direct students in the identification of texture and hand of fabric in their clothing. Use S.M.10.	
	Pre-Teaching: For each group of students, prepare one 8½" x 8½" page containing the following information. Name of a particular type of line and an illustration of the line. The illustration of the line should be 6" in length and centered on the page. Include vertical, horizontal, diagonal and curved lines. Assemble magazines, catalogs, pattern books and newspaper advertisements which contain illustrations of clothing for males and females. Divide the class into groups or partners. Give each group a page containing the name of the line and illustration. Transition: Line is part of the design of every item of clothing.	
Line is an element of design that influences the movement of the eye and established space.	The sheet of paper you have has the name and illustration of one type of line. In the next 10 minutes, your task is to find as many instances of that line in clothing as possible. At the end of 10 minutes when time is called, arrange the pictures you have found so they are visible. Mark the line in the garment. You will score 2 points for each correctly identified line and 1 point will be subtracted for each line incorrectly identified. When students have completed 10 minutes of activity and have identified instances of the line, score the illustrations they have labeled. Share the range of scores with students. Continue by having each group present the following information to the class:	

CONCEPTUAL CONTENT

A vertical line is a line that takes an up and down direction. Vertical lines appear in seams, front closings, trims, pleats and creases. When unbroken, a vertical line has a tendency to emphasize height and create an impression of slenderness.

A single color throughout the garment or self-colored trim in any non-vertical line can produce the effect of a vertical line.

A horizontal line runs parallel to the ground or from side to side in a garment. Horizontal lines appear in yokes, belts, bands and square necklines. Horizontal lines tend to emphasize width and may create an impression of shortness and added weight.

An area of massed color, which contrasts with other colors in the garment, creates a horizontal line.

Diagonal lines are those that carry the eye in a slanting direction.

Diagonal lines appear in necklines, yokes, front closings, and patterned fabrics.

Diagonal lines which are more nearly vertical will tend to carry the eye up and have the effect of producing height while those that are more nearly horizontal will carry the eye across and have the effect of producing width.

A curved line follows or produces a line suggesting the arc of a circle.

Curved lines appear in round or oval necklines, ruffles, scallops and curved yokes.

Curved lines help to soften the contour of angular features and may add to the apparent size of the wearer.

PUPIL-TEACHER INTERACTION

Place illustrations where they can be viewed as a group.

Name of the line and illustration
Direction which the line carries the eye
Different ways the line was produced in garment
Effect the line might have on the apparent size of a person wearing a garment in which that type of line was outstanding.

Direct students in the identification of lines which are predominate in the clothing listed on their inventories. Ask:

What lines appear to be outstanding in your clothing?

What direction do they tend to carry the eye?

Circulate to individual students and give assistance as needed.

Pre-Teaching: Prepare Choosing - What and Why.

Transition: Refer each student to the list of clothing he/she had identified as items for replacement or addition.

Give each student a copy of the "What and Why" form.

SUPPORT MATERIAL

S.M.12

CONCEPTUAL CONTENT

The clothing selected and worn by an individual is not an adequate basis for drawing conclusions about the individual's character, skill, knowledge, social or economic class.

PUPIL-TEACHER INTERACTION

Students may use a variety of media to illustrate the color, texture and line which they want in the garment they choose to add or replace in their wardrobes.

As students work on individual projects, circulate and encourage them to identify qualities wanted in the garment. Through questioning, point up the effect of color, texture, and line on appearance.

Allow several days for completion of activity.

Pre-Teaching: During the time the students are working on their individual projects the following activity may be incorporated:

Identify a faculty member or individual on the school staff who is well known to the students. Make arrangements to borrow 2 to 3 different outfits from the person, which he/she wears for different activities.

e.g., Principal of the school.

- an outfit she/he might wear while engaged in a hobby (i.e., cooking, gardening, fishing, etc.)
- an outfit she/he might wear to a special occasion.
- an outfit worn while doing home repair.

Display the outfits in the classroom.

Transition: Look carefully at the three outfits. Answer the following questions for each outfit:

A. What is the person like who wears this outfit?

B. What does the person do who wears the outfit?

C. What are some outstanding characteristics about this person?

When students have completed their responses to the questions, share ideas and reach a consensus about the characteristics of the persons to whom the clothing belongs. Continue:

Think about the people who work in the school. To whom might these garments belong?

When students have had a chance to guess, reveal the identify of the person. Note the students' reactions. Ask:

Why did you react as you did?

What does this experience seem to say about clothing and individual's personality's and character?

Unit may be completed with short reports from students regarding the garment they selected for addition to their wardrobe and the reasons for choice.

SUPPORT MATERIAL

S. M. 1 - ITEMS OF CLOTHING WHICH MAY BE USED TO ILLUSTRATE RELATIONSHIP OF CLOTHING AND HUMAN NEEDS. SELECT NUMBER APPROPRIATE

Shoes

sandals
tennis
steel-tipped work boots
rubber boots
slippers
penny loafers
golf
platform
hip boots
waffle stompers
high-top
button-top
saddle
spike heels
clogs
vinyl fashion boots

others

Socks

pantyhose
sweat
knee-hi's
wool
over-the-calf
thigh-hi's
individual toes
footlets
support hose
textured hose
seam nylons
cotton stockings

others

Coats

polo
wraparound
shortie
battle jacket
jean jacket
trench
raincoat
midi
maxi
car
overcoat
windbreaker
poncho
cape
army jacket
fur

others

Pants

cut-offs
corduroys
double knits
satin
bell bottoms
wool
bib overalls
denim jeans
hip-huggers
pleated fronts
pedal pushers
hot pants
lounging pajamas

others

e.g. Sandals may be worn for protection, comfort, or group approval.

S. M. 2

CLOTHING INVENTORY

Name: ______________________________

Season: Fall, Winter, Early Spring; Late Spring, Summer, Early Fall

I	II	III	IV
List the Activities in which you take part	List the Clothing you wear for the activity		

2-17

TO MAKE A CHOICE

Bob has been taking care of the Olson's three children for the summer. He takes them to swimming lessons and the playground and supervises them at home. Mr. and Mrs. Olson think he does a good job and have invited him to go out to dinner with the family.

Bob knows that the Olsons will be dressed up for the occasion. He has a shirt, tie and sports jacket he could wear, but he really is uncomfortable in these garments. He wonders what his friends would say if they saw him in these clothes. What should he do?

Why?

Jane's winter coat from last year still fits her but it isn't warm. On a windy day or if the temperature drops below 20 degrees she becomes cold very quickly. Jane walks to school which is about five blocks away and is often cold by the time she gets there. She wants a new winter coat. Her parents have said she can get a new winter coat but there won't be enough money to buy new ice skates. Her present skates are some old beat up hockey skates. What should Jane do?

Why?

Jason is in the 5th grade. His clothing is clean, but it is not like that of other 5th grade boys. His teacher has observed that the children often tease him and make unkind comments about his clothing. Imagine your best friend starts to tease Jason while you are with him/her. What would you do?

Why?

Margaret has blonde hair and very fair skin. All of her friends have been purchasing the new cranberry colored clothing and she would like to have something of that color, too. She tried on a sweater of cranberry color and it made her look very pale. Her girlfriend urged her to buy it. Margaret thought she looked awful. What should she do?

Why?

S. M. 4

VALUE CLARIFICATION

Sample responses that students might make tc Bob's situation:

Wear clothes that are comfortable.
Buy new clothes for the occasion with the money he is making.
Refuse to go with the Olsons because he doesn't want to be seen with them.
Wear his jeans.
Tell his friends that he has to go to keep his job.
Meet the Olsons at the restaurant and wear his comfortable clothes there and then change into the jacket and tie before they see him.

Sample reasons students might give for their choices:

Choice: Wear clothes that are comfortable.

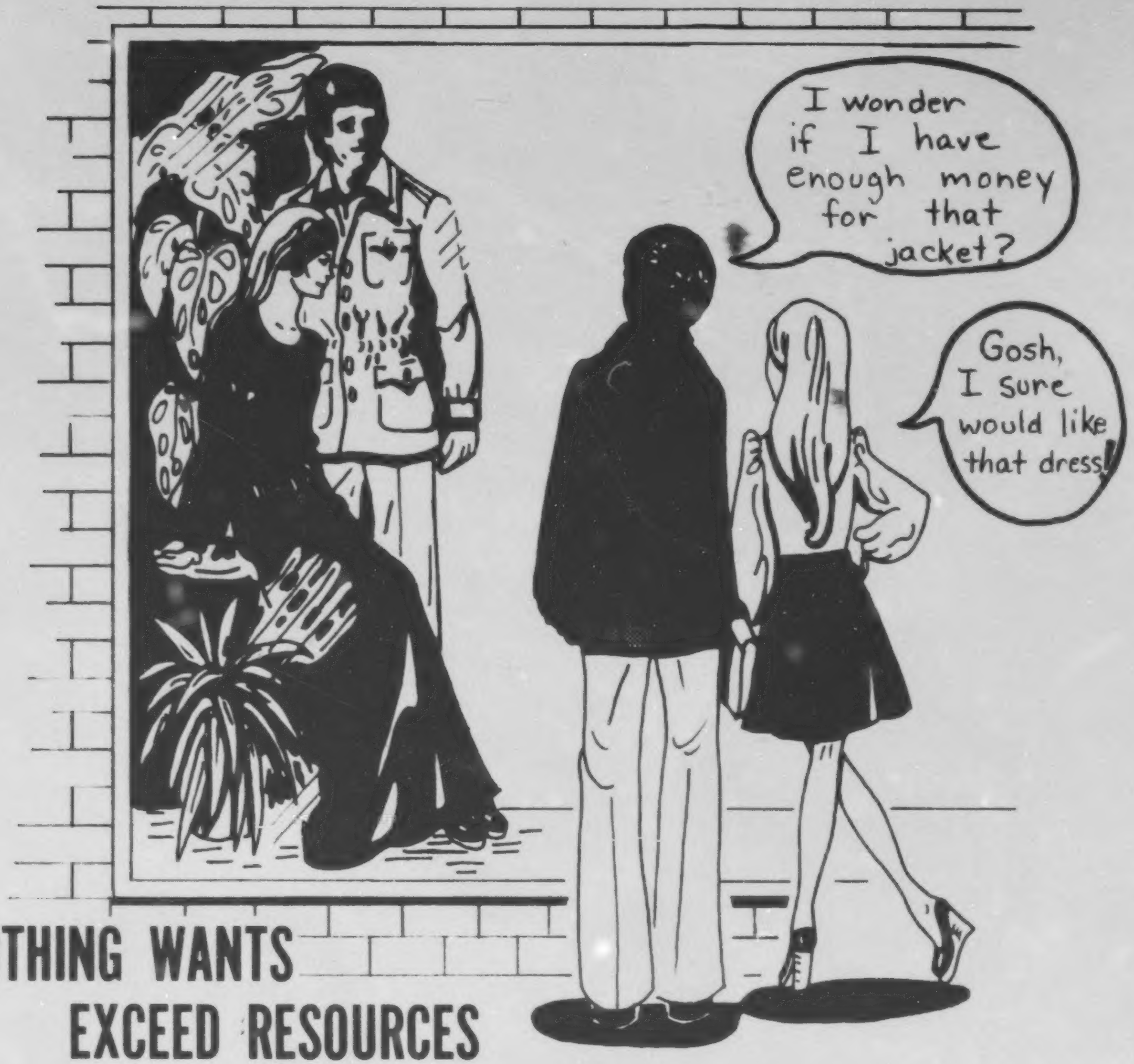
Reasons: If his clothes are uncomfortable, he won't have a good time.
If his pants are too small, he'll be so uncomfortable he won't be able to eat.
If his clothes are uncomfortable, he'll feel funny.
Comfortable clothes will help make him more at ease.
Comfortable clothes will be appropriate to the season of the year.
If you're going out to have a good time, you should be able to wear whatever clothes make you comfortable.

Sample questions that might be used to help students clarify their values:

Is this (e.g.comfort) something that is important to you?
Did you consider other alternatives to the situation?
Did you make the decision by yourself?
What are some consequences (possible results) from making this choice?
Would you suggest doing this often?
How might this choice affect other people?
Are there any other possibilities?
How important is this (e.g.job) to you?
What are some good things about this choice?
What are some bad things about this choice?
Would you want other people to make the same choice or decision?
Is the choice or decision something you would do?
What reasons do you have for making the choice you did?
If you were the other person in the situation, how would you feel?
What would make you change your mind?
Would you do the same thing, if your friends didn't approve?
Would you do the same thing, if your best friends were with you?

S. M. 5

2-20


I wonder if I have enough money for that jacket?
Gosh, I sure would like that dress!

CLOTHING WANTS
EXCEED RESOURCES

S. M. 6

CLOTHING: GAPS AND SURPLUS

The list of activities that are part of your life style can help you see the types of clothing that are needed during a particular season.

Look at the list of activities and clothing you developed and complete the following tasks.

List items of clothing which you do not wear often.

1.__________________
2.__________________
3.__________________
4.__________________
5.__________________
6.__________________
7.__________________
8.__________________
9.__________________
10.__________________

The statements below give reasons why a garment is not worn. Place the letter of the statement or statements in front of the garment to which it applies.

A. Does not fit
B. Needs repair.
C. Requires too much care to keep in wearing condition (washing, ironing).
D. I don't like the color.
E. I don't like the style.
F. I don't take part in the activity for which the garment was chosen.
G. The garment has gone out of style.
H. I have other garments of the same type which I wear.

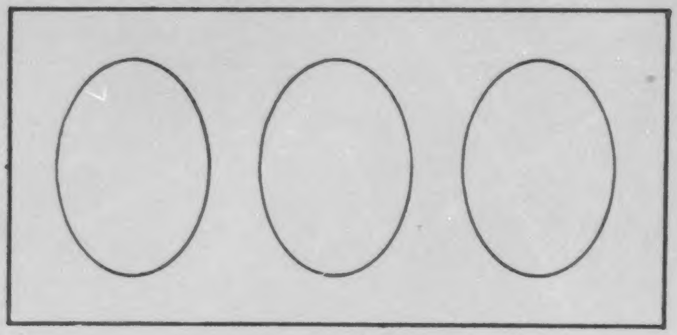
Add other reasons and identify by letter.

List the activities you participate in for which you don't have clothing.	List the clothing you might like to have for these activities.
List the activities for which you would like to have additional clothing or replacement clothing.	List the clothing you might like to have for these activities

S. M. 7

COLOR WINDOW

The display board is used to focus students' attention on colored samples. A piece of tag board or heavy cardboard, 3' X 1 1/2', in a neutral color is suggested. Three oval windows approximately 6" X 9" are cut from the tag board. Fabric or paper can be attached to the back of the board with masking tape or Velcor can be applied with rubber cement or staples.



The window will be used for activities related to value and intensity.

S. M. 8

HUE AND VALUE IDENTIFICATION

Using the colored samples available in the room, complete the following color questions by displaying a colored sample.

TASK	SAMPLE
1. An example of a pure hue.	
2. This hue is named?	
3. An example of a low value of the same hue.	
4. An example of a high value of the same hue.	
5. Two hues which are high in value.	
6. Two hues which are low in value.	
7. Two hues which are tints.	
8. Two hues which are shades.	
9. Three colors which you like to wear. (Circle the highest value color; Check (X) the lowest value color.)	
10. What is your favorite color? Is it a pure color, a shade or a tint?	

S. M. 9

INTENSITY IDENTIFICATION

Directions: Refer to Hue and Value Identification Activity and complete the following activities:

1. Look at the color samples you chose to answer questions 3 and 4. Circle the most intense color.

2. Look at the color samples you chose to answer question 5. Circle the least intense color.

3. Look at the color samples for questions 6 and 7. Rank order those colors from most to least intense. Use number 1 to indicate most intense and number 4 to indicate least intense.

4. Look at the three colors which you like to wear. Circle the most intense color.

5. What is your favorite color?

6. From the colored samples (crayons, fabric, paper, paint chips) select five to ten samples of your favorite color which differ from each other in value and intensity. Mount on a separate sheet of paper. Identify the value of each sample and the intensity.

S. M. 10

CHARACTERISTICS OF MY CLOTHING

Garment	Color-Hue	Value	Intensity	Surface Texture	Hand	Predominant Line

Mark with an * the features which you enjoy.

S. M. 11 - SOME THOUGHTS RELATED TO CHOICE OF COLORS TO ENHANCE PERSONAL COLORING

The choice of color to enhance personal coloring is related to personal preference and to knowledge of the effects produced by colors in relation to skin, hair and eye coloring. To determine the colors which appear in personal features requires sensitivity to subtle differences in coloring as well as the ability to note slight changes in tone produced as colored fabrics are placed next to the skin. Junior high school students probably have not developed this sensitivity. It is unlikely that sufficient instruction and experiences can be provided in the limited time available to develop the sensitivity required to make complete and accurate analysis. However, it may be possible to begin to develop an awareness of personal coloring and to illustrate several general principles related to the effect of color in clothing on personal coloring.

The question of whether a color looks "good" on an individual can be determined only if the meaning of "good" can be described. What is rated as "good" is somewhat the function of cultural learning as well as individual preference.

The effect of color on personal appearance can be described. e.g. When you wear that medium blue color your eyes seem brighter. That dull, blue-green brings out the pink in your skin. The medium value, dull orange makes your freckles more visible.

This kind of descriptive information can be used by individuals to decide which appearances are "good" to them. If individuals want to make their freckles more visible than the medium value, dull orange would be rated "good."

The experiences suggested in the pupil-teacher interaction are based on the foregoing thoughts.

S. M. 12

CHOOSING "WHAT" AND "WHY"

1. From the items of clothing you identified on the Gaps and Surplus form, select one or two which you want to replace or add to your wardrobe.

2. What clothing needs do you want the garment to meet? How do you want to appear in the garment?

3. Describe the garment which would best meet your needs. Include the following information: (Illustrate with pictures, actual color and fabric samples.)

Garment type____

Color (hue, value, intensity)____________________________

Texture of Fabric______________________________________

Drape of Fabric_______________________________________

Predominant Lines_____________________________________

4. Will this particular garment be satisfying for you? Why?

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Vanderhoff, Margil. Clothes, Part of your World. Ginn and Company, 1968.

Visuals:

Color Concepts filmstrip. No. 82825. "A Teaching Unit on Color." (Two filmstrips) Planned to provide a basic introduction to color, this teaching supplement includes two filmstrips: I. "Color Concepts - How Mind and Eyes See Color." II. "Looking for Color - Seeing Color Ideas Everywhere and Translating them into Use." Ideas for learning experiences, for illustrative materials and for incorporating color into other home economics units are included, along with illustrations for use with the overhead projector in teaching basic principles about color as a tool. Educational and Consumer Relations. J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, New York 10019.

UNIT TITLE: *CONSUMER CLOTHING*

UNIT FOCUS: Alternative methods of acquiring clothing are explored in terms of resources required and problems or risks involved. Knowledge of the properties of textile fibers and information provided by textile product labels are presented as resources useful in acquiring clothing whether clothing is purchased ready-made or self-constructed. Indicators of quality in garment construction are identified, and students have the opportunity to examine and compare garments for quality of construction. Attention is given to factors which affect prices charged and the relationship of price and quality. Experiences are provided which encourage students to relate factual information to clothing acquisition problems and decision-making.

RATIONALE: Clothing appears to help satisfy a variety of human needs. The selection and acquisition of clothing are tasks which individuals perform throughout life. Current methods of acquiring clothing place the individual in the role of consumer of goods produced in part or in total by someone other than the user of the goods. Under current conditions, information on which to base choices cannot be readily obtained from casual experiences or informal instruction. Increasingly, junior high school students are assuming the role of consumers in regard to the acquisition of clothing. Instruction which incorporates factual information related to the acquisition of clothing and opportunities to employ this information in the role of a consumer can help students make decisions which will contribute to their well-being and can improve decision-making capabilities.

INSTRUCTIONAL OBJECTIVES:

Comprehension of alternative methods of acquiring clothing
Willingness to explore alternative methods of acquiring clothing in real or simulated situations
Comprehension of the outstanding properties of selected textile fibers
Comprehension of the relationship of fiber properties to garment performance
Comprehension of the information provided on textile product labels
Comprehension of the effect of methods of fabric construction on fabric characteristics
Comprehension of standards for construction features in clothing
Comprehension of the effect of advertising on consumer decision-making
Ability to employ comparison shopping procedures in the acquisition of clothing
Willingness to use factual information as a guide for decision-making in the acquisition of clothing
Responds to factual information relevant to clothing acquisition
Knowledge of the role of values in consumer decision-making
Awareness of personal values which influence consumer decision-making

REQUIRED EDUCATIONAL PREREQUISITE: None. Level II.

SUGGESTED TIME: 3 weeks.

CONCEPTUAL CONTENT

Acquiring clothing by purchasing new ready-to-wear involves the following resources:

- expenditure of money
- knowledge of information related to fabric performance
- knowledge of quality in garment construction features
- time used to select items
- knowledge of desired appearance features

Problems or risks which may be involved when clothing is acquired by purchasing new ready-to-wear include:

- lack of knowledge related to fabric performance
- lack of knowledge related to construction features
- inability to obtain information regarding fabric performance
- possible inability to return item after purchase, if dissatisfied

Acquiring clothing by purchasing used ready-to-wear involves the following resources:

PUPIL-TEACHER INTERACTION

Pre-Teaching: Prepare case situations. Modify situations to make relevant to students.

Divide students into groups of 4-5. Give each group one of the case situations.

Transition: The situation which has been given to your group presents a problem related to obtaining clothing. Read the situation and complete the following tasks: List tasks on chalkboard or overhead projector.

1. List all of the methods or ways individuals in the situation might obtain the desired clothing.
2. List all of the resources needed to obtain the clothing through the several methods identified.
3. List the problems or risks that might be experienced in obtaining the item of clothing by the suggested method.

Allow time for students to complete tasks. Circulate to groups and encourage them to identify a variety of methods or ways of acquiring the item.

Methods which might be suggested include: borrowing, buying new or used ready-to-wear, repair or renovation of items, self-construction, renting and stealing.

When students have completed tasks, have each group report to the class. Record responses in chart form on chalkboard.

Item Needed	Method or Way of Acquiring	Resources Required	Problems Risks

As students report to the class, encourage consideration of resources and risks or problems associated with each method. Ask:

What resources are needed to obtain clothing by the method suggested?

What information would be helpful in making a decision about the particular garment?

Are any personal skills or abilities required?

What problems might occur when clothing is obtained by the method suggested?

SUPPORT MATERIAL

S.M.1

- expenditure of money
- knowledge of information related to fabric performance
- knowledge of quality in garment construction features
- time used to select items
- knowledge of desired appearance features
- ability to repair or renovate used garments

Problems or risks which may be involved when purchasing used ready-to-wear include:

- inability to obtain and/or understand information related to fabric performance, construction features, care required
- inability to return items after purchase
- risk that item may not be modified to meet needs if modification is necessary

Acquiring clothing by self-construction involves:

- expenditure of money for equipment and supplied required for construction
- skill in clothing construction and fitting time for selecting materials and pattern and completing construction
- knowledge of information related to fabric performance, construction features and care required
- knowledge of appearance features desired

Problems or risks which may be involved when a garment is self-constructed include:

- lack of adequate skill to construct garment of style and quality desired
- lack of money to invest in equipment needed for construction
- inability to obtain or understand information related to fabric performance, construction features and care required
- inability to return items after purchase

Acquiring clothing by repair or renovation involves resources and risks similar to those involved in self-construction of clothing.

Acquiring clothing by borrowing it involves:

CONCEPTUAL CONTENT

- time to make arrangement to borrow and return item
- obtaining and understanding information related to fabric performance, construction features and care of the item
- knowledge of appearance features desired.

Problems or risks which may be involved when clothing is borrowed include:

- responsibility for the condition of the item while it is being used and when it is returned to the owner
- inability to obtain or understand information related to fabric performance, construction features and care required

Acquiring clothing by renting it involves:

- time to make rental arrangements
- money
- knowledge of appearance features desired
- obtaining and understanding information related to fabric performance, construction features and care of the item

Problems or risks associated with rental of clothing are similar to those involved in borrowing clothing.

Acquiring clothing by stealing involves:

- time
- obtaining and understanding information related to fabric performance, construction features and care of the item
- knowledge of the appearance desired

Problems and risks which may be involved when clothing is stolen include:

- Individuals who steal are subject to punishment under the law.
- Individuals who steal establish a record as offenders.
- Stealing lowers the profit of the store owner. Prices are raised to maintain the profit level.
- All consumers pay for the cost of stealing.
- Stealing is harmful to all persons involved in the situation.

PUPIL-TEACHER INTERACTION

What responsibility does the borrower assume?

What responsibilities might the parents of the person who borrows clothing assume?

Encourage students to take each of the points of view.

a. Person who loans the item
b. Parents of person who loans the item
c. Person who borrows item
d. Parents of person who borrows the item

Pre-Teaching: Make arrangements for a shop owner and police officer, or other informed person associated with the law and juvenile offenders, to talk with the class about stealing. S.M.2

Review S.M. questions for Inquiry on Shoplifting.

Students and teacher can identify the kinds of questions they have prior to inviting the speakers to class. Both individuals might appear at the same time to give a more complete understanding of the problem and its consequences.

Pre-Teaching: Prepare copies of survey, How Do People Get Their Clothing. S.M.3

SUPPORT MATERIAL

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Explain the survey to students and have them complete the survey for themselves. Information from the other person to be interviewed can be collected as an out-of-school assignment. Transition: Refer students to completed survey. Tabulate results from part I and II on chalkboard or large paper chart. Ask: From the information in the chart what can be said about the usual method used in obtaining slacks, pants or jeans? What can be said about the usual method used to obtain sweaters? Continue questioning to familiarize students with data. When all of the ways of obtaining clothing are considered what appears to be true? Which method is least frequently used?	
A number of different ways or alternative means can be used to acquire clothing. Each method requires the use of resources. Resources are things used to help achieve the item of clothing (goal). All of the alternative methods involve the use of time and information about fabric performance and construction features of garments. Several of the methods involve use of money in addition to other resources. Several of the methods involve sewing skills in addition to other resources.	Which method is most frequently used? Refer students to the resources chart. Tabulate results on chalkboard or large chart. What resources are used when an item is self-produced? Continue questioning to familiarize students with data. What similarities do you notice among the resources used in the different methods? What differences do you notice among the resources used? Consider the information on both charts. What relationship might there be between the resources an individual has and the method he or she chooses to obtain clothing? Which method do you use more frequently? Why? Are you satisifed with the results? Share students' answers. Encourage students to identify relationship of resources to method and satisfaction with method.	
	Pre-Teaching: Assemble swatches of fabric made of cotton, wool, nylon and polyester. Assemble magnifying glasses or pick glasses. One for every 3-4 students. Prepare transparencies of Fiber Properties. Transition: In each of the ways of acquiring clothing which were suggested, one of the resources which was involved was information about the fabric and its performance. Distribute several different fabric samples to groups of students. Explain the use of the magnifying glasses. Allow students time to examine fabrics. Encourage students to unravel the fabric and identify parts of the fabric. In view of the students, identify examples of the terms — fabric, yarn and fiber. Define each and explain how each is related to the fabric.	S.M.4 S.M.5 S.M.6

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Textile fibers are pliable hair-like substances which are the smallest visible unit used in making a fabric. Fibers are made into yarns. Yarns are one or more continuous strands or lengths of fiber combined with twists to form a longer thread. Textile fabric or cloth is made by intertwining or interlacing fibers and/or yarns.		
	Circulate to groups. Ask: Was the fabric that you examined made up of yarns? How many sets of yarns were in the fabric? How were the yarns held together? Was there a pattern in the way the yarns were placed? What was the appearance of the fiber? (length, surface appearance) Transition: The fibers that make up fabrics differ not only in their appearance but in other qualities that we can not see with the naked eye. These qualities or properties are of particular interest to consumers of yard goods and garments.	
Absorbency is the ability of the fiber to take up and hold moisture. Moisture may be in the form of water solutions and perspiration.	Reveal transparency for Property of Absorption. Define and explain the property. Ask: In what garment or textile items would an absorbent fabric be desirable? dish towels bath towels sweat suits	
Abrasion is the wear produced on a fabric by rubbing the fabric surface against another surface.	Show transparency. Look at the illustration. What does the term abrasion mean? What are examples of surfaces a fabric might rub against, thus causing wear by abrasion? In what garments would an abrasion resistant fabric be desirable? Are there particular areas of garments which receive more wear from abrasion than other areas?	
Resiliency is the ability of a fiber to overcome wrinkles caused by wear, washing or compression. A fiber which is resilient regains its original appearance readily after being subjected to conditions which cause wrinkling.	Show transparency related to fiber resiliency. Look at the illustrations. What does the term resilient mean?	
Strength is the ability to withstand stress or force. The strength of a woven fabric is expressed as force in pounds per square inch required to break or rupture (tear) the fabric sample. Standards have been established for a desirable amount of force for specific fabrics. Eg., 55 pounds is desirable for men's shirt fabrics.	**Pre-Teaching:** Assemble samples of sewing thread made of nylon, cotton, silk and polyester core of approximately the same weight. Transition: Describe tests for strength. Give several students sewing thread samples. Direct them to break the thread by pulling with their hands. Compare types for ease of breaking.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Equipment is used that measures the breaking strength. The fabric is clamped in place and force is applied in both directions until the fabric breaks. The breaking strength of knitted fabrics is expressed as the force in pounds per square inch required to rupture the fabric. Two methods may be used. In both, an object is pushed through the sample fabric while it is clamped in a sphere (an embroidery hoop) as the object is pushed through and the force exerted is recorded.		
Heat Sensitivity refers to the effect of heat on the fabric. Heat sensitivity is tested by exposing a fabric sample to varying degrees of heat holding the exposure time constant. The heat sensitivity of a fiber may exhibit itself in the form of changed appearance of fabric color, texture or hand.	**Pre-Teaching:** Assemble fabric samples of varying fiber content. May include blends, e.g., cotton, polyester, cotton/polyester. Set iron at low setting and demonstrate test with two samples of varying sensitivity for same period of time. Ask: What changes occur in the fabric after exposure to dry heat? Has the fabric appearance changed? Has the texture or hand of the fabric changed?	
Flammability refers to the ease of ignition and speed with which a fiber burns. The tests for flammability are done using a sample exposed to a direct flame. The sample is often held vertically to simulate a person in an erect position wearing a garment. Self-extinguishing fibers are those in which the flame will go out when they are removed from the source of the flame.	**Pre-Teaching:** Assemble fabric samples of varying fibers, tongs, and a source of flame. It may be helpful to demonstrate one or more of the tests to students, as this will allow them to practice observation and recording of observation. The flammability test is well suited to demonstration. If the test is to be demonstrated, read the directions aloud. Emphasize the effect of varying test procedures on results. Demonstrate the flammability test as directed. Record approximate burning time for each sample. Direct students to record observations on their sheets. Ask: Was there an afterglow? Did the fabric turn into ashes or melt into a mass? Did the fabric self-extinguish? Was it difficult to make the fabric ignite?	
	Pre-Teaching: Assemble samples of 100% cotton, polyester, nylon and wool or other generic types which students may have in their wardrobes. Six samples of each fabric type will be needed for tests. Fabrics of similar weight, weave and texture are recommended. Do not use fabrics with wrinkle resistant finishes. If fabrics of this type are used, be certain to identify this characteristic before students begin tests. Refer to procedures for testing fabrics (S.M.7) and assemble other supplies and equipment needed. Divide students into groups to perform tests. Each group of students can perform the several tests on one type of fabric.	S.M.7 S.M.8

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Arrange the supplies needed for each test at a separate location in the classroom. Students may circulate to testing locations to perform the tests.	
	Prepare copies of Testing Procedures and Observation Forms.	
	Transition: Explain room arrangement and assign fiber for testing to student groups. Familiarize students with procedure for testing and use of the observation form.	
	Allow time for student groups to perform tests. Observe and record data. Circulate to groups. Encourage careful testing and observation.	
	When all tests for the several types of fiber have been completed, direct each group in reporting their findings to the total class.	
	Record findings in chart form on chalkboard or large sheet of paper. S.M.9, Summary Chart: Properties of Fibers.	S.M.9
Cotton is a fiber which will absorb water and other moisture such as perspiration.		
Cotton is a reasonably strong fiber. It is not weakened by moisture.		
Cotton fiber is not resilient or elastic and, therefore, wrinkles easily.		
Cotton will show some wear due to abrasion.		
Cotton burns readily. Exposure to heat will cause cotton fibers to scorch. Normal exposure to heat will not harm the cotton fiber.		
Polyester is a fiber which will absorb little moisture.		
Polyester is a strong fiber. It is not weakened by moisture.		
Polyester resists wrinkling very well and will return to its unwrinkled state as it becomes wrinkled while wearing.		
Polyester may pill or form small balls.		
Polyester may burn but, usually, melts. Burns less rapidly than other fibers. Low heat settings are desired for ironing to prevent a shine.		
Nylon is a fabric which does not absorb moisture readily.		
Nylon is a strong fiber. It loses some strength when wet.		
Nylon resists wrinkling. It recovers from creasing or wrinkling.		
Nylon withstands abrasion.		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Nylon is thermoplastic. It melts away from the flame. It will discolor and lose strength under temperatures of 350 degrees F. Wool is a fiber that will absorb moisture readily. It may absorb up to 30% of its weight and not feel wet. Wool fibers are weak and are weaker when wet. Wool is a resilient fiber and wrinkles will hang out. Wool is resistant to abrasion due to its flexibility, when in the fabric state. Wool is self-extinguishing. When the flame is removed, the fire will go out. It is sensitive to dry heat above 270 degrees F.		
A blend is a fabric made up of yarns which contain a mixture of different fibers. In a blend, each yarn contains the fibers which have been blended. In a blend, the desirable qualities of one tends to eliminate or modify the undesirable qualities of another. To obtain the qualities that are desired, a fiber must contain at least 30% of the fiber supplying those qualities.	**Pre-Teaching:** Assemble fabric swatches which are blends, e.g., cotton and polyester, cotton and nylon. Transition: Write the term blend on chalkboard. Ask: What does this word mean? Relate student responses to the meaning of blending. Explain the meaning of blends as it refers to fibers and fabrics. Show samples of fabrics which are blends. Compare properties of blended swatches with swatches of 100% cotton. Tests for wrinkle resistance and absorbency may be used to illustrate changes in fabric properties due to blending of fibers.	
	Pre-Teaching: Prepare copies of "What Would You Choose?" Transition: Divide students into pairs. Give each set of students a copy of "What Would You Choose?" Familiarize students with the information presented. As a class, work through the identification of qualities desired and fiber choice for one problem. Each pair of students can complete additional problems and share their decisions and reasons with the class. Refer to summary chart of fiber properties and text books to determine appropriateness of choice.	S.M.10
	Pre-Teaching: Assemble fabric samples which illustrate yarns of different weights and textures. Combine by weaving and knitting. Transition: In part, fibers determine the performance of fabrics and garments. The way in which the fibers are made into yarns and the yarns into fabrics also influences the performance of fabrics.	
Fibers are made into yarns through mechanical or chemical spinning processes.	Illustrate and explain the processes of making fibers into yarns.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Yarns are one or more continuous strands or lengths of fiber combined with twists to form longer threads.		
Fibers can be combined to produce yarns which vary in weight and strength.	Unravel fabrics to show yarns of different weight and appearance.	
Yarns of varying appearance may be produced by spinning process.		
Yarns are combined by several different methods to produce fabrics.	Give students samples of woven fabrics.	
Each method of construction produces a fabric with characterisitcs which differ from those produced by another method of construction.	Explain the processes of weaving. Direct students' attention to sample fabrics to note the particular pattern of interlacing of yarns in the sample.	
Weaving is a method of construction in which two or more yarns are interlaced at right angles to each other.		
Warp yarns are the lengthwise yarns which run parallel to the selvage. They are usually strong and have little stretch or give.		
Filling yarns are crosswise yarns and usually have more give or stretch.		
Fabrics constructed by weaving are similar in regard to dimensional stability. Woven fabrics stretch very little except on the bias.		
Knitting is a method of construction in which yarns are combined by interlooping.		
	Give students samples of knitted fabrics.	
	Explain process of knitting. Direct students' attention to samples of knit construction. Note characteristics of knit fabrics.	
A knitted fabric which is made of one continuous yarn is called a filling knit.	Compare characteristics of woven fabrics to those of knit fabrics.	
This type of knit, if snagged or broken, will loosen, run or unravel.	Refer students to "What Would you Choose?" form. Ask: What type of fabric construction would be suited to the first problem? Why?	
A knitted fabric which is made by interlooping parallel ways, into wales is a wrap knit. Tricot, milanese and raschel units are types of wrap knits.	Select other problems and consider type of fabric construction suitable.	
Knitted fabrics have the following general characteristics: elasticity, resilience, softness and may be porous.		
	Pre-Teaching: Assemble the following textile labels: textile fiber products identification labels, permanent care labels, flammability labels and/or catalog descriptions of flammability labels. Some manufacturers will combine all information on one label.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Transition: Information which will inform the consumer about the fibers in textile products is found on textile product labels. Give groups of students TFPIA labels. Ask:	
The name or registered number of the manufacturer must be listed on the product.	What information is on the label? Record responses. From student lists identify the several types of information which are required on the label according to TFPIA rulings.	
The fiber content of the product is to be listed in predominance of weight of all fibers which make up 5% or more of the total weight of the product.		
The generic name of the textile fiber must appear on the product.	Differentiate between generic name and trademark names. Refer to Fiber Classification.	S.M.11
The generic name of the textile is similar to a family name. The fibers within a specific general group have the same general properties. They require similar care. The trademarked fiber name may appear along with the generic name. These trademarked names advertise a particular product and the company which produces the product. Dacron is the trademarked name of the E.I. du Pont de Nemburs Co. polyester fiber.		
	Direct students' attention to the labels as the provisions of the ruling are explained.	
For yard goods, only the bolt need be labeled. It is the responsibility of the consumer to copy information if it is desired.		
The textile Fiber Products Identification Act was enacted in 1960.		
	Transition: To further assist the consumers in selecting fabrics which would have the performance qualities they desired, a second ruling related to care of textile products was enacted in 1971. Give groups of students examples of care labels or garments containing care labels, or refer them to information found on basic label which is required by permanent care label. Ask: What information is on the label? Record responses. From the student lists, identify the several types of information required by the regulations of the permanent care label.	
In 1971, the Federal Trade Commission ruled that all textile wearing apparel must carry a permanently attached care label if the item cost was $3. or more.	Direct students' attention to the labels as the provisions of the regulation are explained.	
The care label is to provide clear and complete directions for care and maintenance.		
Care instructions are to apply to all parts of the product.		

CONCEPTUAL CONTENT

Each year, burns associated with flammable fabrics take the lives of a number of persons and injure many more.

Three groups of people appear to have a high risk of being burned by clothing which catches on fire.

Children are burned while playing with matches or near fire.

Once their clothing has caught fire, they are unable to extinguish it.

The elderly fail to note the sources that may cause fire.

Reduced motor skills and ability to see well reduce their reaction time, and they are unable to protect themselves.

The handicapped cannot respond quickly to remove themselves from the fire or put out the flames.

DOC FF 3-71 Standard for the Flammability of Children's Sleepwear, 0 - 6X Effective July 29, 1973.

This regulation applies to pajamas, nightgowns, robes or other items intended to be worn primarily for sleeping, excluding underwear and diapers. Includes fabrics or related materials sold for use in children's sleepwear. Must be labeled according to Permanent Care Labeling Act, including statement of compliance to the Standard for Flammability of Children's Sleepwear and any precautionary instructions to protect the items from treatment that may cause deterioration of the flame resistance.

Enforced by Consumer Products Safety Commission.

A fabric or garment that complies with the Flammability Standard has been tested with several procedures and has satisfactorily passed the "Vertical Forced Ignition" test. This test is done before and after 50 launderings. The chart length is not to exceed 10" in the sample with an after flame period of melting and dripping not to exceed 10 seconds.

PUPIL-TEACHER INTERACTION

Prepare transparency of label information.

Transition: On the chalkboard or overhead projector, write the following:

3,000 - 5,000 Die
200,000 Injured
Fabrics

Direct students' attention to writing. Ask:

What relationship might exist between fabrics and these numbers?

Accept responses and encourage students to clarify their ideas.

Read one of the case studies in the Support Materials. What does this case study illustrate? Accept responses.

Identify groups of people who are subjects of burn accidents involving clothing. Identify factors which contribute to the higher risk of accident.

Review portion of fiber test chart related to flammability. Ask:

What fibers are flammable?

Explain the provisions of the standard for flammability of children's sleepwear and the tests used to determine whether fabric meets the standard.

Demonstrate an ignition test with a sample of fabric which has a flame retardant finish and one which has not had the treatment.

Show transparency of information provided on label of a garment which meets the standard.

SUPPORT MATERIAL

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
0 - 6X Standard requires an additional test which measures the length of time the material continues to burn on a flat surface after exposure to a gas flame. The rationalization is that children who wear sizes 7-14 have developed greater motor abilities to help protect themselves from the fire. DOC FF 5-74 Standard for the Flammability of Children's Sleepwear, 7 - 14, Effective May 1, 1975. Applies to the same apparel as above and requires the same labeling.		
	Pre-Teaching: Arrange for the loan of a number of ready-made garments of the same general type from local stores. Select garments which are part of students' wardrobes. A garment for every 2-3 students will provide opportunity for each student to become involved in the examination of the garment. Remove or cover price of garments and store identification. Identify garment by letter.	S.M.15
	Prepare copies of Checklist for Construction and Fabric Identification. Prepare copies of "How Do You Decide?" Assemble samples of construction features which illustrate the various statements in the checklist for construction. Samples may be part of a garment or samples prepared to illustrate statements. Transition: Fibers or fabric construction contribute to the performance of garments. What other factors contribute to garment performance? What other qualities are important to consider when selecting a garment? Accept responses and record. Identify responses which are similar. Some of the factors which influence individuals' selection of a particular garment have to do with the garment's style, color, and general appearance. Direct Students in the completion of Part I of "How Do You Decide?" Transition: The construction of a garment often influences the choice of garment.	
Construction of the garment can affect the performance and appearance of the garment whether it is purchased new or used or borrowed. Information about selected construction features can be used to predict the possible performance of the garment. Seam construction affects both the durability of the garment and the appearance.	Provide each student with a copy of the Checklist for Construction Features. Illustrate and explain the meaning of each of the statements identified on the checklist. Encourage students to identify construction features on garments and samples which exemplify the statements. Relate construction features to appearance and wearing performance of the garment. Divide students into teams and have each team examine two of the ready-to-wear items displayed in the classroom. Teams are to use the checklist to record findings and ratings.	

CONCEPTUAL CONTENT

Seams which are stitched evenly will lie flat without bumps or wrinkles. An even seam allowance indicates that seams have been stitched to lie flat.

Seams which are 5/8" or wider will allow for alteration to increase size if necessary.

Garments made of fabric which tends to ravel will give longer wear if seam edges are finished to prevent ravelling.

Seams which are stitched with even stitches and ten to twelve stitches per inch will give longer wear than uneven stitching or fewer stitches per inch.

Stitching throughout the garment which is even in size and of an appropriate length for garment will add to the life of the garment.

Closings and fasteners such as hooks, eyes, snaps, buttons which are firmly attached will add to the durability of the garment.

Zippers which zip freely will add to the life of the garment.

Zippers which lie flat and are inconspicuous are usually desired.

Worked buttonholes which have well-covered edges and are firmly stitched will increase the life of the garment.

Buttonholes which are interfaced will be more durable than those which are not interfaced.

Hems which provide extra width will allow alteration to increase length.

Hems which are securely attached are more likely to be durable.

Security of attachment of hem is affected by length of stitch. Long stitches tend to snag and pull out.

The price of an item is not always an indication of [illegible] in fabric or construction.

PUPIL-TEACHER INTERACTION

Teams may report findings to class and compare quality of construction features noted in the several garments.

On the basis of reported information, rank garments from highest to lowest in terms of quality of construction.

Mark each garment with the appropriate number.

Direct students in the completion of Part II of "How Do You Decide?"

Pre-Teaching: Attach actual prices to garments which were used in previous experience.

On the chalkboard or overhead projector, complete a chart similar to the one below:

Garment Identification	Construction Rank	Price
eg. A	3	$10.95
B	2	$ 9.95
C	4	$10.98
C	1	$10.50

Ask:

SUPPORT MATERIAL

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	As you look at the chart, what can be said about the relationship of price and quality of construction? What might account for differences in price? Accept students' responses.	
The cost of materials which are used in making the garment will affect the price charged. (eg., fabric, findings, machines, buildings, etc.)	What factors might add to the cost of a garment? What might contribute to better quality construction.	
The amount and kind of labor required to make the garment will influence the price charged. (e.g., wages of the workers)	Refer to students' responses and expand on their comments to illustrate factors which affect cost.	
Transportation and distribution costs will affect cost. Promotion and advertising will affect cost. Services offered by the store will affect cost.	Direct students in completion of Parts III and IV. "How Do You Decide?"	
	Pre-Teaching: Order and preview the filmstrip, "Getting Down to Basics About Advertising."	S.M.20
	Collect garment hang tags and advertisements of garments. Transition: Give each student a hang tag or an advertisement. Ask: Before we view the filmstrip, will you look carefully at the item you just received? What do you find on the hangtag? What do you find on the advertisement? As you watch and listen to the filmstrip, consider the following questions: How is the information on the hangtag or advertisement useful to the seller of the product?	
The following types of information are found on the majority of garments' hangtags.	How is the information on the hangtag or advertisement useful to the purchaser or consumer?	
Brand name is the special name given to the product made by a manufacturer to promote his/her particular goods.	View the filmstrip. Following the filmstrip, identify the types of information presented on hangtags and advertisements and their usefulness to the consumer.	
Advertising is any action or activity of the producer which calls attention to the availability of goods being produced. Advertising is designed to make consumers aware of goods. Advertising is often intended to create a desire for a particular product in the mind of the consumer. Advertising attempts to convince the consumer that one product is the most desirable of all similar products. Advertising may provide several kinds of information to the consumer.		

CONCEPTUAL CONTENT

Information which is want-creating appeals to the emotions and is often vague. This type of information provides limited information about the product.

Information which is objective tells about the product in a descriptive manner. Information of this type could include the following:

size
color
materials
finishes applied

Fabric finishes are processes applied to fabrics to enhance the performance or appearance of the fabric.

Sanforizing is a mechanical shrinkage control process used on cotton and linen.

Fabrics which have been sanforized are guaranteed not to shrink more than 1%.

Shrunk and pre-shrunk are terms used to indicate that residual shrinkage will be less than 1%.

Wrinkle Resistance is a finish applied to make fabric resistant to creasing or wrinkling.

Three types of wrinkle-resistant finishes are "Wash and Wear," "Durable Press" and "Permanent Press."

Items which have durable press finishes should be inspected for small wrinkles that may have been heat set into the fabric when the finish was applied. These wrinkles are permanent.

Fabrics which have a durable press finish should maintain a wrinkle-free appearance, pressed appearance and keep a crease or pleat.

PUPIL-TEACHER INTERACTION

Pre-Teaching: Write the names of the several finishes on similar colored slips of paper with the name of the garment to which that particular finish might be applied.

e.g., Sanforized blue jeans

Transition: Direct each student to select one of the colored slips of paper.

Students with similar colored pieces of paper are to meet in a group.

Guide the students in the completion of the following tasks:

1. Within your group, share the ideas you have regarding the meaning of the particular term. Write the several ideas down.
2. Using the resource materials available in the classroom, have each student select one idea from the group list to investigate further as to its accuracy.
3. Prepare a statement which explains the meaning of the term as your group understands it. Report to the total class.

Pre-Teaching: Prepare copies of "You're Going on a Trip."

SUPPORT MATERIAL

S.M.16

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Transition: Give each student or group of students copies of "You're Going on a Trip." Read and explain instructions. Ask:	
An inventory of all the activities that an individual does as part of his/her lifestyle will help the person to visualize the types of clothing needed for a particular season.	What steps can be taken to be certain that the clothing taken on the trip will meet your needs? What factors will influence the choice of clothing to be taken on the trip? What problems might the individual have to solve?	
An inventory of garments in the individual's wardrobe will help to identify the types of garments already available and their suitability for various activities.	How can items already in the wardrobe be used? Direct students in the several phases of the planning activity. 1. Identification of activities which are to be considered in planning clothing for the trip.	
A comparison of the inventory items needed to carry out the the activities which are part of a life style with the garments in the wardrobe will identify gaps and areas of surplus.	2. Inventory of present wardrobe. 3. Selection of garments from present wardrobe which will meet needs. Identification of fiber and care instructions. 4. Identification of the garments which will be added to wardrobe. 5. Identification of methods which will be used to secure additional garments.	
Comparative shopping involves the following steps: 1. Identification of qualities and characteristics which are related to the performance of the product and which are important to the consumer.	**Pre-Teaching:** Arrange for a study trip to local retail clothing and fabric store. Students may complete part of comparison shopping activity at this time.	
2. Collection of accurate and complete information about identified qualities in regard to several products. - Personal comparative shopping - Use of testing agency information 3. Comparison of products on basis of information collected. Identification of similarities and differences. The decision to obtain or not obtain a particular item is based on the consumer's rating of the importance of the several qualities to him/herself. The beliefs or ideas which consumers have regarding what is good or worth-while will influence choice making.	**Pre-Teaching:** Select an item of wearing apparel or an accessory which is a part of students' wardrobe, i.e., socks, facial tissue, T-shirt. Complete the Comparison Shopping form through Parts 1 and 2 for that product. Record information on overhead transparency. Collect samples of the product and/or information about the product. Transition: Let's imagine that I am also going on a trip similar to the trip in the situation you have. I have decided that one of the items I will take with me is ______________. Reveal answer to question 1 on Comparison Shopping form. Continue through each step of the Comparison Shopping form explaining and illustrating phases of comparison shopping. Students may examine products and secure information as part of the activity. When all information is assembled, ask: What are the similarities among the products? What are the differences?	S.M.17

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Identify several values which might influence choice among items. i.e., ease of care low cost per unit quality of product Continue: If ease of care were most important, which item would I choose? If low per unit cost were most important, which item would I choose? Guide students in the completion of comparison shopping activity. Take study trip for purposes of collecting information. Guide students in the completion of Comparison Shopping activity. Students may report their decisions to the class. As students report, help them to identify values which influenced their choices. The report forms Going on a Trip and Comparison Shopping may be collected and feedback provided for students.	
	Pre-Teaching: Prepare case situations. Students in pairs may work with each situation.	S.M.18 S.M.19
Consumers have a right to express their satisfaction or dissatisfaction with goods and services. Expressing consumer satisfaction can encourage manufacturers to produce goods and services of desirable quality. Satisfaction can be expressed in person or through a telephone message. Writing a letter may also communicate satisfaction and may mean more since time and effort were taken to carry out the activity.	Transition: The case situations which you have received describe an event and a consumer's reaction to that event. In your small group, consider the following questions: 1. What is the consumer's problem? 2. What are the different courses of action he/she might take? 3. Consider each course of action. Describe the consequences that might happen if the consumer followed that course of action (at least two things should be identified for each course of action). 4. State what you think the consumer should do. (The partners may choose different alternatives.) 5. Explain *why* that alternative was chosen. Guide students as they work to reach a decision. Encourage them to be thoughtful in completing each of the steps. Parts 2-5 may be done by students as written activity, collected by teacher and written feedback given. In addition, oral discussion of decisions may expand students' thinking.	
Expressing dissatisfaction may result in the following: - provide information with which business and industry can improve its product, service, advertising or packaging - provide government agencies with information needed to carry out their responsibilities - may result in new legislation to protect consumers		

CONCEPTUAL CONTENT

- may receive value for money spent (item replaced, money refunded)

Consumers have the right to receive fair value for dollars expended.

Consumers have the responsibility to take those actions which help and will secure fair value for dollars expended.

Before expressing dissatisfaction, determine whether the item was given proper care. Read the labels.

If you believe that the product is not performing according to expectations, prepare the following information as part of your expression of dissatisfaction:

- description of product (name, model number, serial number, etc.)
- date of purchase
- place of purchase (name and address of your store or dealer)
- clear description of your problem and any steps you have taken to solve it
- Include with your letter or verbal statement, copies of any contracts, receipts, labels, letters or papers related to your problem.

When expressing dissatisfaction in person, one is more likely to be heard if the following procedure is followed:

1. Identify yourself.
2. Have the person to whom you are speaking identify him/herself by name and position.

Explain your problem clearly. Stay calm.

Then listen to the other side of the story, there may have been a misunderstanding.

If you feel you are in the right, stick to your position. If one person can't help you, ask to speak to another.

If you still are unsuccessful in obtaining redress, contact your local Better Business Bureau or Chamber of Commerce.

PUPIL-TEACHER INTERACTION

Pre-Teaching: Arrange for a store manager and/or salesperson to visit with students regarding procedures which can be used to express dissatisfaction or satisfaction with a product or service.

If a resource person is not available, students may role-play consumers and store personnel in several of the case situations.

Guide students in consideration of the effects of various approaches to expressing consumer complaints and satisfactions

Pre-Teaching: Review the following statements. Write statements on transparency.

SUPPORT MATERIAL

CONCEPTUAL CONTENT

The quality of both ready-to-wear and self-produced garments depends on the type of fabric selected and the workmanship which is used in producing the garment.

The persons responsible for making decisions and performing work related to these two aspects of garment production determine the quality of the garment, whether it is self-produced or purchased ready-made.

Garments of comparable cost and quality may be obtained by either self-production or purchasing ready-to-wear.

Self-produced garments may appear to be less expensive if the cost of labor to produce the item is not considered.

The amount of money an individual has to spend determines how much may be used to purchase clothing. However, it is possible to obtain a satisfactory garment at varying prices. Price does not necessarily indicate quality, fit, style or care required.

Money is a resource which can enable the consumer to purchase a particular garment. Whether the garment will provide satisfaction is dependent upon the decision-making abilities of the consumer.

Used ready-to-wear garments or hand-me-downs may be satisfying items if they provide the desired appearance, fit and meet other quality and care standards.

PUPIL-TEACHER INTERACTION

1. The best way to obtain clothing is to make it from fabric and pattern.
2. New ready-to-wear garments are of better quality than garments which are self-produced.
3. Used ready-to-wear garments or hand-me-down garments are never as satisfying as self-produced garments.
4. The most important resource in helping a person obtain clothing which is satisfying is money.
5. Knowledge of fabric properties is important in obtaining garments which will be satisfying regardless of the method used to obtain the garment.

Add others.

Transition: On the transparency, are several statements which express points of view of consumers of clothing.

Reveal the first statement.

If you agree with the statement, raise your right hand. If you disagree with the statement, raise your left hand.

Following a show of hands, have students from each group explain their reasons for agreeing or disagreeing with the statement.

Encourage students to express their ideas clearly. Question students to assist them in understanding the conditions which influence their ratings.

Reveal the next statement and continue with a similar activity.

SUPPORT MATERIAL

S.M. 1

CASE SITUATIONS: ALTERNATIVE WAYS TO ACQUIRE CLOTHING

The school choir is giving a pop concert in three weeks. The boys have decided to wear dark slacks and long-sleeved turtle neck sweaters. The girls are planning to wear long dresses. Sue is a member of the choir and plans to take part in the concert. At this time, she does not have a long dress. She has not needed one before. Jack has a similar decision to make in regard to the sweater. He has several sweaters but none have turtle necks, as he dislikes the style. For the concert, he has decided he would like to wear that particular style sweater.

The jacket John/Jane has worn for the fall season the last two years has worn spots at the elbows. The jacket is a little short and somewhat tight across the shoulders. The style and color of the jacket are still popular. John/Jane has about $20. saved from a summer job.

Sara/Paul has been invited to visit with relatives on their ranch in Montana. The invitation said to be sure to bring some boots for hiking and walking. Sara/Paul doesn't have a pair of boots of the kind suggested. At home there is little need for them. Sara/Paul has priced boots and finds they range in cost from $20. to $30.

Bill/Sally started school with what he/she thought was an adequate number of outfits. However, some of the tops have become too small and several pairs of pants are beginning to show wear at the knees. Bill/Sally has about $15 that could be used to add garments to his/her wardrobe.

S. M. 2

SUGGESTED QUESTIONS FOR INQUIRY ON SHOPLIFTING

1. What does it mean to shoplift? Is shoplifting the same as stealing?
2. About how much shoplifting goes on in your business?
3. What is the dollar value lost through shoplifting in your business?
4. What do you do when you suspect someone is a shoplifter?
5. Do you report shoplifters to the police?
6. How do you feel about shoplifters?
7. Would you let someone who had shoplifted from your business come back into the store? Under what conditions?
8. What action do the police take when they are notified of a suspected case of shoplifting?
9. What is the penalty for shoplifting?
10. If you are shopping in a store and see someone shoplift, what should you do? Why?

Suggestions to consider when using a Resource Person or Persons.

1. Prepare students for the guest speaker.
2. Give speaker ideas or suggestions in the content that you would like covered.
3. Arrange a date and time in advance and check the date again closer to the time.
4. Give speaker directions and procedure to follow in getting to your room.
5. Be present during the speaker's presentation to be of help and know what is taking place.
6. Tell the speaker the time he/she has to speak in.
7. Write a note of thanks.
8. Check with the school for their approval before asking speaker.

S.M. 3 - SURVEY: HOW DO PEOPLE GET THEIR CLOTHING?

Directions: Complete the following survey yourself.

Part I - Place a pencil mark in the column which indicates the usual method you use to acquire the following items of clothing.

Part II - Select a person older than yourself and ask that person to answer the questions on the survey.

Place a pen mark in the column which indicates the usual method the person you interview uses to acquire the same items of clothing.

What is the usual method by which you obtain the following clothing?	Purchase New	Purchase Used	Borrow	Make	Hand-me-down	Remake	Rent
Slacks, pants, jeans							
Blouse or shirt							
Skirt							
Dress							
Coats and jackets							
Sweaters							

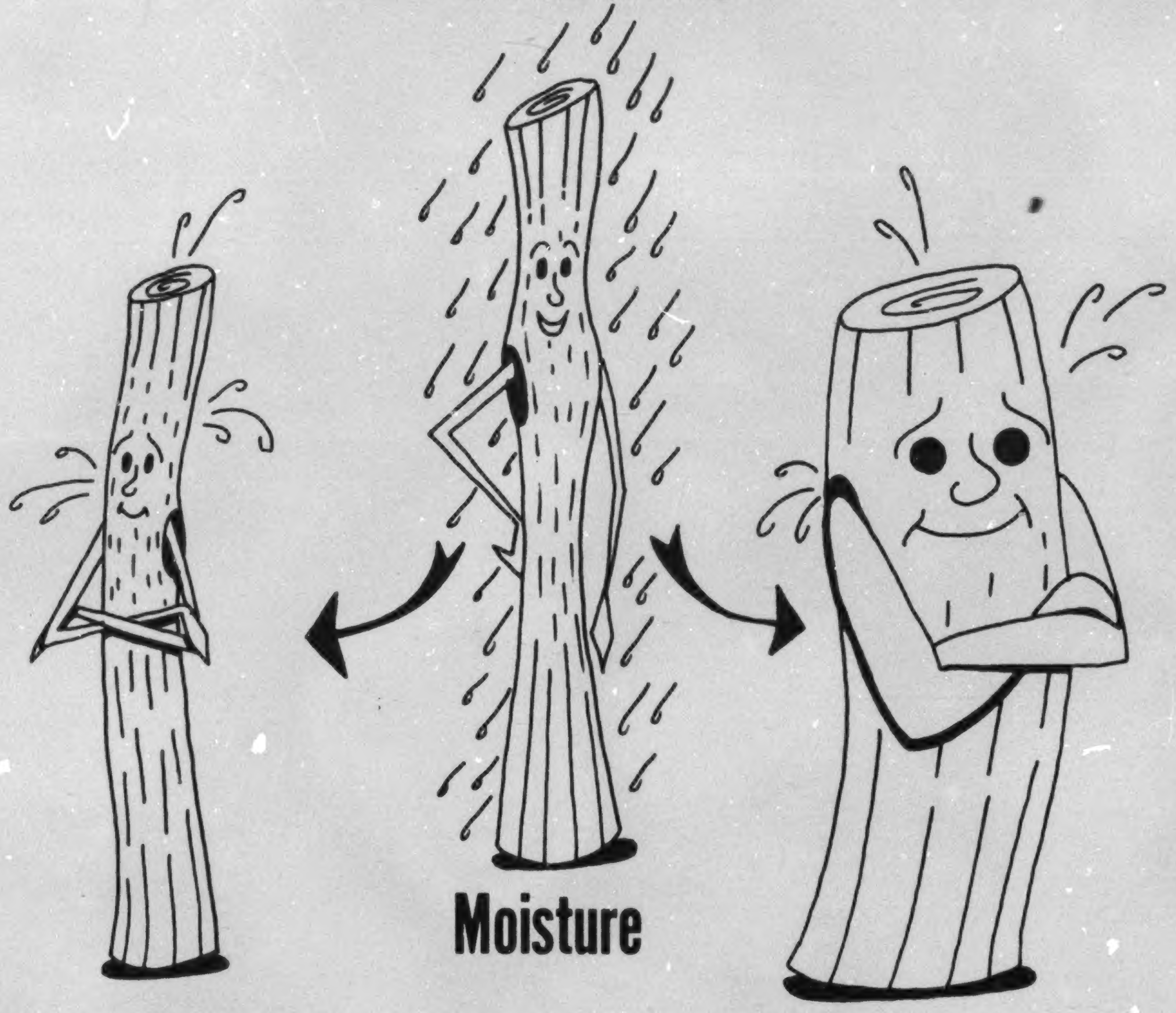
Part III - Indicate with a (x) mark the resources you use when obtaining clothing by each of the methods.

Indicate with a (+) mark the resources the person you interviewed indicated that he/she used.

What are the resources used to obtain clothing?	Time	Sewing Skill	Knowledge	Money	Other
Purchased new ready-to-wear					
Purchased used ready-to-wear					
Self-produced					
Remake or renovate					
Borrow					
Rent					

Mark the resources which you have.

ABSORBENCY


Moisture
Non-Absorbent
Absorbent

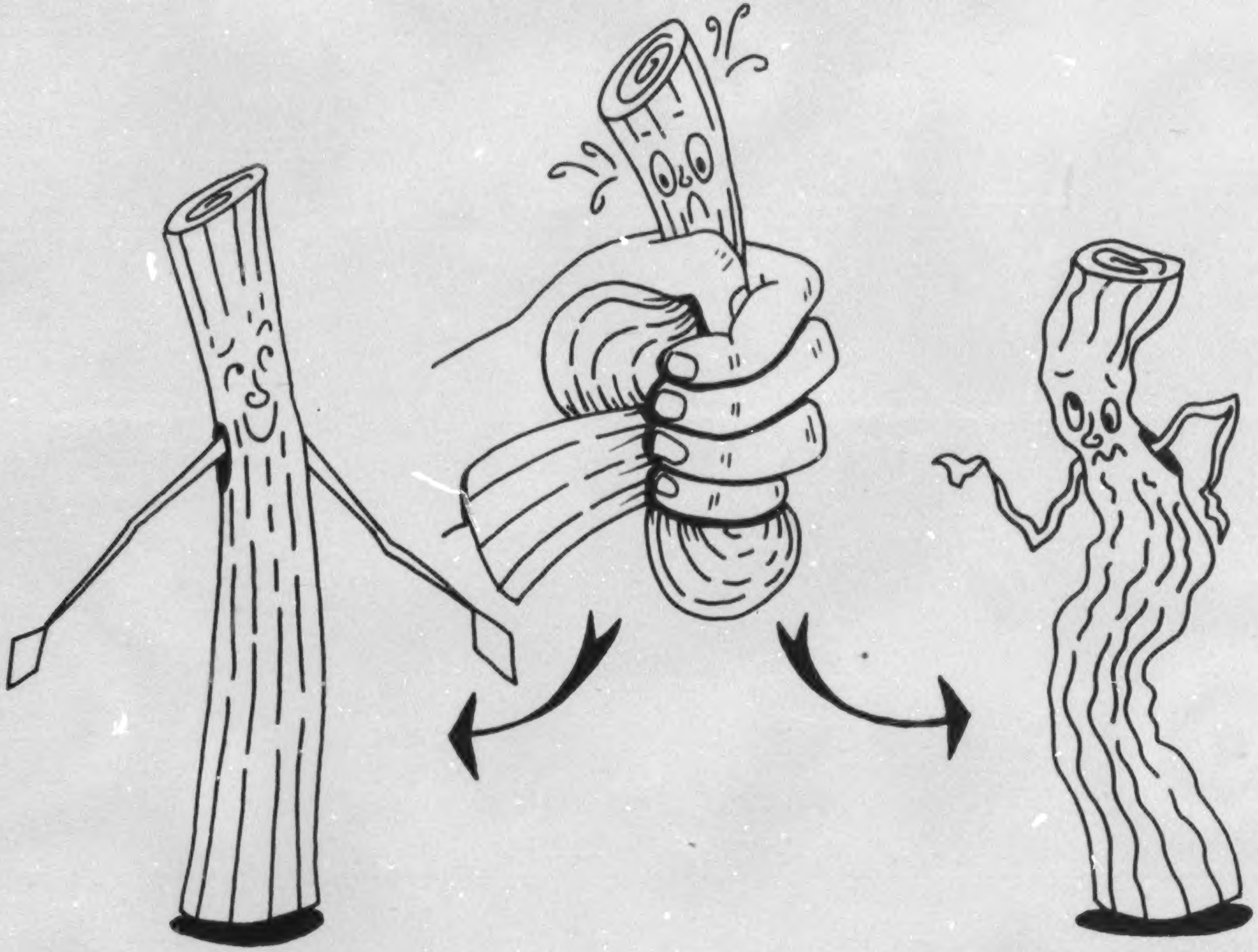
3-24

S. M. 4

RESILIENCY

S. M. 5

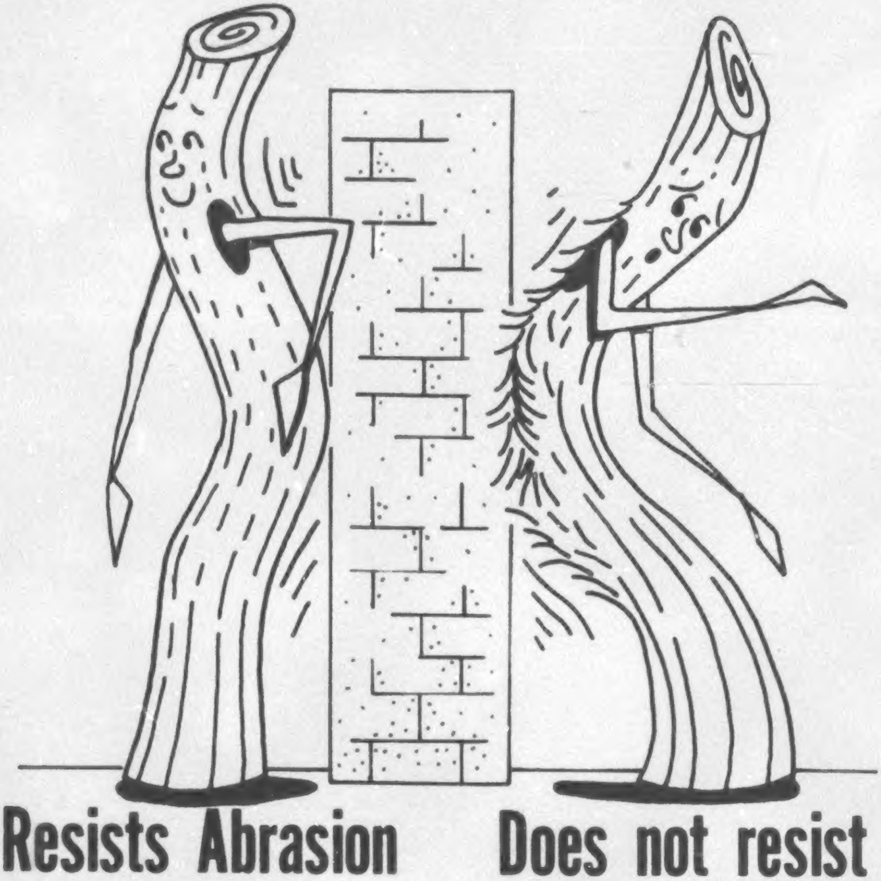
3-25



105 **Resilient**

Not Resilient 106

ABRASION



Resists Abrasion

Does not resist Abrasion

TESTING FIBER PROPERTIES

Control Fabric

A control fabric sample is a piece of fabric in its original form. The purpose is to maintain an original sample for purposes of comparison after completing each experiment in order to see what effect, if any, each experimental procedure has on the fabric tested.

Procedure for testing:

a) Follow the procedures described below.
b) Record observations on the Recording Form.
c) Describe the appearance of the fabric after each test.

Water Absorbency

1. Take a fabric strip, 1 1/2" wide and 8 - 10" long.

2. Place one end (about 1") in a glass of colored water.

3. Leave the sample in the water for 5 minutes.

4. Remove the sample. Measure the length of the fabric which has absorbed water.

5. Record Results.

WRINKLE RESISTANCE

1. Fold a 2" square of fabric twice so as to make a 1" square.

2. Place a pound weight (eg., books, bricks) on top of the folded sample.

3. Leave the weight on the sample for 5 minutes.

4. Remove the weight and unfold the sample but do not smooth. Allow sample to remain undisturbed for 5 minutes.

5. Observe the sample to see if the wrinkles remain or come out.

6. Record observations.

7. Wet the sample and repeat steps 1 - 6.

STRENGTH

1. Remove one warp yarn from a fabric sample, 3" X 3".

2. Pull the yarn until it breaks. Does it break easily or with difficulty?

3. Slightly tear the sample when dry. Does it tear easily or with difficulty?

4. Wet the sample. Slightly tear the sample. Was it easier to tear the sample when wet or when dry?

5. Record observations and responses.

ABRASION

1. Rub a dry fabric sample, 3" X 3", on a piece of fine sandpaper, three times.

2. Repeat procedure in step 1. Note appearance of fabric. Record observation.

3. Repeat procedure in step 1. Note appearance of fabric. Record observation.

4. Wet fabric sample and repeat steps 1 - 3. Record observations.

HEAT SENSITIVITY

1. Iron a fabric sample, 4" X 4", at a cool, dry setting.
2. Record any changes in the fabric appearance or characteristics.
3. Iron the fabric sample at a hot, dry setting.
4. Record any changes in the fabric appearance or characteristics.

FLAMMABILITY

1. Hold a fabric sample, 3" X 3", with a pair of tongs - tweezers.
2. Place a lighted candle flame at the lower edge until the fabric appears to flame.
3. Remove the candle and observe the fabric. Note color, ash and smoke.
4. Did the fabric continue to burn? Did it melt or drip? Did it self-extinguish? Does the smoke have a characteristic odor? Does it burn quickly?

S. M. 8

OBSERVATION FORM - FIBER PROPERTIES

A. Control Sample Fiber Content________

B. Water Absorbency

Observation:

C. Wrinkle Resistance

Observation When Dry:

When Wet:

D. Strength

Observation one thread:

Dry tear:

Wet tear:

S. M. 8 (cont.)

E. Abrasion - Dry

Observation at end of

Step 1

Step 2

Step 3

F. Abrasion - Wet

Observation at end of

Step 1

Step 2

Step 3

G. Heat Sensitivity - Ironing

Observation

Cool Setting:

Warm Setting:

Hot Setting:

H. Flammability

Speed of flame

Melting or dripping

Self-extinguish

Characteristic odor

Smoke

Summarize the general characteristics of the fiber tested.

1. Absorbency
2. Wrinkle resistance
3. Strength
4. Abrasion
5. Heat Sensitivity

S. M. 9

SUMMARY CHART: PROPERTIES OF FIBER

FIBER	Water Absorbency	Resiliency	Strength	Abrasion	Dry Heat Sensitivity	Flammability
Cotton						
Nylon						
Polyester						
Wool						

S. M. 10

WHAT WOULD YOU CHOOSE?

Type of Garment Wanted	Activities for Which Garment Will Be Worn	Qualities Wanted	Fiber	Construction
Pants	Outdoor work - mowing lawn, washing windows, washing car, caring for animals and pets (Spring and Summer)	Easily cleaned. Comfortable, strong, abrasion resistant, no ironing	Cotton or Cotton Polyester blend	Woven
Pants	Special dressy occasions - parties, weddings (Spring and Summer)			
Pants	School wear (Fall and Winter)			
Pants	Hiking, camping, softball, tennis, horseback riding (Spring and Summer)			
	Skating, walking or hiking (Winter)			

List other types of garments and activities.

FIBER CLASSIFICATION CHART

NATURAL FIBERS	CHEMICAL COMPOSITION	MAN-MADE FIBERS	
		Generic Name	Trademarked Name
Cotton	Cellulose	Rayon	Bemberg - Beaunit Corp. Corp. Avril - FMC Corp. Amer. Viscose Div. Fortisam - Celanese Corp. of America
		Acetate	Avisco - FMC Corp. Amer. Viscose Div. Celanese - Celanese Corp. of America
Wool Silk Sil Mohair	Protein	Azlon	Marinova Lanital
Asbestos	Mineral	Metallics	Lurex Metlan
		Glass	Fiberglass
	Condensation Polymer Fibers	Nylon	Caprolan - Allied Chem. Corp. Cantrece - E.I. duPont deNemours DuPont - E.I. duPont deNemours
		Polyester	Dacron - E.I. duPont deNemours Fortrel - Fiber Industries Inc. Kodel - Eastman Kodak Company
	Additional Polymer Fibers	Anidex	
		Acrylic	Acrilan Creslan Orlon Zefarn

S. M. 11
(cont.)

CHEMICAL COMPOSITION

	Generic Name	Trademarked Name
Additional Polymer Fibers (cont.)		
	Modacrylic	
		Dynel
	Nytril	
	Olefin	
		polyethylene
		herculon
	Saron	
	Vinal	
	Vinyon	
Elastomers		
	Spandex	
		Lycra
		Duraspan
	Rubber	
		Lastex

S. M. 12

SAMPLE LABEL INFORMATION - CHILDREN'S SLEEPWEAR

65% Vinyon
35% Polyester
TFPIA

Flame	Size
Retardant	A
Garment	2 - 3

MW

Machine Wash
Warm - Tumble Dry
Low Heat
Do Not Iron
Permanent Care

To retain Flame Retardance, do not use soap. Use any good detergent.

CASE STUDIES: BURN VICTIMS AND FLAMMABLE FABRICS

Ruth, 15 months old, pushed a chair in front of the electric stove, climbed on it to reach for a row of glass spice bottles at the rear of the stove, and somehow turned one of the surface burner knobs to the "high" setting.

Ruth's mother was dressing in an upstairs bedroom, and it took her a few seconds to respond to her daughter's screams. When the mother ran into the kitchen, she saw Ruth on top of the stove, totally engulfed in the flames of her burning cotton nightgown. By the time the flames were smothered and her clothing removed, the child had second and third-degree burns over 70% of her body. Even with prompt hospital care, Ruth died eight hours later.

Mrs. Green, a 78 year-old widow, was using the gas stove in her apartment kitchen when her housecoat and flannel nightgown ignited. By the time her neighbors were able to get into the apartment and help in putting out the flames, Mrs. Green had burns—some extremely deep, on one-third of her body. Her injuries resulted in her death two weeks after the accident.

S. M. 14 - CHECKLIST FOR FABRIC IDENTIFICATION AND CONSTRUCTION FEATURES

Examine each garment which you are considering purchasing for the following:

Fiber Content:

Care Instruction:

	Rating: 1 -	2 -	3	Score
Cleanliness and pressing	soiled, wrinkled, construction details not pressed		clean, free from wrinkles, construction details pressed	
Construction of garment - Thread	does not match or contrast with color of fabric		matches or contrasts with color of fabric	
Machine top stitching	crooked, uneven distance from edge; stitches of different length		stitching even distance from edge; stitches of same length	
Machine stitching within garment	stitches uneven in length; not alike on both sides		stitches even in length; alike on both sides	
	number per inch will not hold garment parts securely		number per inch will hold garment parts securely	
Seams	uneven width; bulky, puckered, improperly finished for fabric;		even in width smooth, flat;	
	will ravel or otherwise be unsatisfactory		appropriate finish for fabric; will give satisfactory wear	
Facings	stretched, poorly turned and finished; does not lay smoothly		smooth, satisfactory width, turned and finished	

S. M. 14 (cont.)

	Rating: 1 - 2 - 3		Score
Darts	unevenly or abruptly tapered; puckers, threads not fastened	evenly and gradually tapered; threads fastened.	
Gathers	Improperly located; unevenly distributed	properly located and evenly distributed	
Plackets Zippers	Bulky, uneven stitching; does not lie flat; difficult to close opening	smooth, even stitching; inconspicuous; opening is easily closed	
Hems	conspicuous, uneven, bulky; stitching visible; insecure stitching	inconspicuous, even, smooth stitching invisible; secure stitching	
collars	uneven points, does not lie smooth; joining seam visible	even points, lies smooth; joining seam invisible	
fasteners	not placed where needed; unevenly spaced; insecurely attached	placed and spaced correctly; securely attached	

S. M. 15

HOW DO YOU DECIDE?

NAME ____________________________________

Part I. Displayed in the classroom are several garments. Look at the garments as you might if you were window shopping. When you have finished, write the letter of the garment that you would buy in the space below and answer the question.

____

Why did you select this garment? ____________________________________

____

Part II. What was the ranking of the garment you selected in Part I when quality of construction was studied. Write the number of the ranking in the space below.

____

Part III. Write the price of the garment you selected in Part I in the space below.

____

Part IV. Consider the garments which were displayed in the classroom. Write the letter of the garment you would choose in the space below and answer the question.

I would choose garment ______________ because ______________________________

____

____

____

____

____

____

YOU'RE GOING ON A TRIP

Note to the Teacher:

Select one or more of the following situations or develop others which would be relevant to your students. Describe at the beginning of students' forms.

Suggested Situations:

1. One-week trip to Chicago with a youth group such as 4-H, FHA, FFA, Scouts or Campfire.
2. One-week vacation trip with family. Family will be housed in hotels, motels or campgrounds.
3. One-week trip to visit an older sibling attending school in another city.

Insert appropriate dollar amount in statement five on students' forms.

STUDENT FORM

YOU'RE GOING ON A TRIP

Description of Situation:

Limitations:

1. One medium-sized piece of luggage. Student must be able to carry it for 6 - 10 city blocks.
2. All accessories and items of clothing needed for the one-week visit. Including underwear, sleepwear and outer wear.
3. Items currently in the wardrobe may be used.
4. Laundry facilities for hand laundry will be available. An iron will be available only if it is brought with the traveller.
5. A limit is set for the purchase of items to be added to the wardrobe.

S. M. 16 (cont.)

Reporting Choices: Use the following form to report the choices you have made. Check (X) by those items which are currently part of your wardrobe.

Garment Selected	Fabric	Care Required	Reasons for Selecting Item

S. M. 17

COMPARISON SHOPPING

1. Item which will be added to the wardrobe. ______________________________

2. What are the qualities which are desired in the item or garment to be added to your wardrobe?

3. How will the item be added to your wardrobe?

    a. Why did you select the particular method in #3 above?

4. List the types of information you will consider in comparing different garments. Make up an appropriate checklist.

5. Collect information of the type identified in #4. At least two garments are to be examined.

6. Which garment would you purchase? ______________________________

    Why?

S. M. 18

CASE SITUATION

Sally decided to make a new top to wear for school. She found some fabric on sale at Sew-and-Go Fabric Store and purchased two yards. She thought a care label was to be given with each fabric purchase. The clerk did not give her a care label with the fabric. What should she do?

John purchased a red and white striped knit shirt. After washing it in hot water the white became pink. John was unaware of the care label with instructions which said launder in warm water. What can he do?

George received a pair of jeans for his birthday. After wearing them several times, he noticed that the snap at the waist was loose and about to come off. George doesn't know where the jeans were purchased. What can he do?

Mary decided she needed a winter jacket that was warm, machine washable, and wrinkle resistant. She had $20. to spend. Mary found a ski jacket that met the criteria and purchased it in early Fall. It is now Spring and she is very pleased with the performance of the jacket. What should/can she do?

Bob bought a size medium shirt, but he really needed a small. He returned it to the store, and they cheerfully exchanged it. He was very pleased. What can/should he do?

Martie had a blouse of synthetic fabric. While ironing the garment, the fabric became discolored and hard. The area affected was the collar. What should she do?

Gene was wearing his favorite blue sweater when he noticed a thread hanging from it. He pulled the thread to remove it and caused part of the seam to rip out. The seam was a continuous chain stitch where the threads had not been secured and clipped. What should/can he do?

Michael and Sandra had combined their allowance money to get their little sister a present for her fourth birthday. They had decided to buy her a pair of plain colored pajamas and decorate the top with embroidery. As they shopped, they found a yellow pair for $3.89 which were finished with a flame retardant finish and a light green pair for $3.50. There was no information they could see about flame retardant finish on the pajamas priced at $3.50 What should they do?

CARE LABELS

1. Decision problem is recognized: An individual purchased fabric which was priced at more than $3. per yard. After leaving the store, it was realized that the sales clerk hadn't included the care label with the purchase.

2. Considering alternatives:

   a. Don't bother with the label. Forget about it.
   b. Go back to the store with purchase to get the label, but don't mention error to clerk.
   c. Go back to store with purchase to get label and mention error to clerk.
   d. Call store and have clerk read label information but don't mention error.
   e. Call store and have clerk read label information and mention error to clerk.
   f. Go to store and talk to manager. Get label information.

3. Predicting consequences of alternatives:

   a. By forgetting about the label, I will save the time and energy used in going back to ask for it.
   b. I won't run the chance of the clerk embarrassing me.
   c. I may ruin the material because I won't have the care instructions. I may lose my money if the fabric is ruined.
   d. I know that I have a right to the care label, and I will feel cheated because I didn't get it.
   e. Other people may have the same problem. If I speak up, maybe the store will correct their operation.

4. Clear statement of students' choices of alternatives.

5. Clear statement of reasons for choices.

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